



The Role of Cohesive Markers in Making Coherence in the Abstract Section of English Department Students' Thesis and Final Projects

A THESIS

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PRONOUNCEMENT

I honestly confirm that I write this thesis by myself and without taking any works from other studies in S-1, S-2, S-3, and in diploma degree of any university. I also ascertain that I do not take any material from other thesis or works except from the references mentioned.

Semarang, September 2015

Gloria Firmanti

MOTTO AND DEDICATION

*All our dreams can come true,
If we have the courage to pursue them.*

-Walt Disney-

*Happiness keep you sweet,
Trial keep you strong,
Sorrow keep you human,
Failure keep you humble,
Success keep you glowing,
But only God keep you going.*

-Anindya Kusuma Putri-

This thesis is dedicated to

My beloved mom and brother who kept supporting me and

To my lovely friends who helped me to accomplish this thesis.

APPROVAL

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ABSTRACT

Skripsi adalah sebuah karya tulis berdasarkan penelitian yang telah dilakukan dan merupakan syarat kelulusan bagi mahasiswa. Dalam skripsi, ada abstrak yang merupakan ringkasan dari keseluruhan isi skripsi. Abstrak ditulis secara singkat dan jelas untuk mempermudah pembaca mengetahui isi skripsi tanpa harus membaca keseluruhan teks. Oleh karena itu, skripsi haruslah merupakan sebuah teks yang koheren dan mudah dipahami. Dalam skripsi ini, penulis ingin melihat peran pemarkah kohesi dalam menciptakan koherensi pada abstrak yang ditulis oleh mahasiswa Sastra Inggris. Penulis juga mencari tahu kecenderungan penggunaan pemarkah kohesi pada data yang ada. Tujuan dilakukannya penelitian ini adalah untuk mengidentifikasi jenis-jenis pemarkah kohesi yang digunakan dalam abstrak yang ditulis oleh mahasiswa Sastra Inggris dan mencari tahu bagaimana peran pemarkah kohesi dalam membentuk koherensi hingga menciptakan teks yang efektif dan mudah dipahami. Pada skripsi ini penulis membatasi data hanya pada abstrak mahasiswa Sastra Inggris tahun 2010 dan 2011 yang ditulis dalam Bahasa Inggris. Dalam mengumpulkan data, penulis menggunakan Teknik Catat. Sedangkan untuk menganalisa, penulis menggunakan Metode Padan Referensial dan Inferensial. Penulis juga menggunakan Teknik Lesap, Teknik Sisip, dan Teknik Ganti dari Metode Agih. Hasil dari penelitian ini menunjukkan bahwa koherensi pada teks tidak selalu ditunjukkan oleh pemarkah kohesi yang eksplisit, tetapi juga implisit. Pemarkah kohesi implisit ini bisa ditentukan dari konteks yang ada dalam teks tersebut.

Keywords: Cohesive marker, cohesion, abstract, coherent text

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a means of communication having an important role in the daily lives of humans. Without language, human being will not be able to communicate and understand each other. In using language, humans then produce a text. Text can be in the form of spoken or written text. Written text has a close relationship with academic circles. For students, making a written text is one way to evaluate the result of learning process that has been undertaken.

In English Department of Diponegoro University, one of the writings that have to be made by the students to evaluate the lessons that have been obtained are thesis and final project. Students can choose whether they want to write thesis or final project. In thesis and final project, students will also write an abstract that summarizes the contents of their thesis or final project. Abstract is written briefly but it should include the entire contents of the thesis. Although it is written briefly, the writing of abstracts must also be considered and it should not be written carelessly. The message from the writer should be delivered to readers. One way to make a text can be understood easily by the readers is by writing a coherent text. To create coherence in a text, a writer can use cohesive markers in the text.

Students often use thesis as a reference, especially for last grade students in the process of writing their projects. In looking for the right reference, of course, the students should understand the content of the thesis that will be used as

reference. However, it would take time to read the thesis one by one. Therefore, they simply read the abstracts because abstract has including the contents of a thesis. In this thesis, I want to see if cohesive markers have been used maximally by English Department students in writing their abstracts. I also want to find out the tendency of students in using cohesive markers in abstract and to find out whether the use of cohesive markers affect the effectiveness of an abstract in conveying the message to the readers.

1.2. Research Questions

By assuming that the abstract as text use cohesive markers, this research is conducted to answer these questions:

- 1) What kinds of cohesive markers are used by the students of English Department in their abstract?
- 2) What is the role of cohesive markers in constructing a coherent and effective text?

1.3. Purposes of the Study

The purposes of this research are:

- 1) To identify the kinds of cohesive markers used in abstracts that are written by the 2010 and 2011 English Department students.
- 2) To find out the role of cohesive markers in building a coherent and effective text.

1.4. Previous Studies

Before I conduct this research, there are some studies that have been done related to cohesion. The first research is “Analisis Penanda Kohesidan Koherensi dalam Novel *Erec Rex: The Monster of Otherness* Karya Kaza Kingsley”. This research was written by Farah Ade Safitri (2011). The aims of this research are to describe the kinds of cohesive markers which occur in *Erec Rex: The Monster of Otherness*'s novel and to describe the coherence relationship among sentences of the text although the cohesive marker does not arise explicitly. In this research, the writer used cohesion theory from Halliday (1984). To analyze the data, she used descriptive qualitative and distributional method. In conclusion, she found that the cohesive marker that most frequently appears is reference. The cohesive markers in that novel create coherence among the texts. Similar with the first previous study, the second researcher also analyzes narrative text. It was written by Arum Wijayanti in 2007, entitled “Cohesive Relation Analysis in A Written Discourse (A Case Study in The Children Story ‘Beauty and The Beast’”. She wanted to identify the cohesive devices appeared in that story and cohesive relation that builds coherence in it.

Another research that uses narrative text as the data is conducted by Ratna Tri Agustina, entitled “Pemarkah Kohesidalam Novel *Harry Potter and the Order of Phoenix* karya J.K. Rowling” (2006). In this research, the writer wanted to describe the cohesive marker and coherence relation in novel *Harry Potter and the Order of Phoenix* by J.K. Rowling. The writer only analyzed chapter 1 and chapter 2, because she has limited time for doing the research.

The forth previous study is “Cohesion Analysis of Student Essay English Department (Case Study Essay Writing Advanced Course 2010)” conducted by YuchaFebriaKusumaningrum (2011). This research used different type of data with the previous researches. The writer used students’ essays as the data. In this research, she wanted to know what cohesion devices used by students of English department in producing a text. She has 22 texts as population. However, she only analyzed two samples taken by using random sampling. She used cohesion theory from Halliday to analyze the data.

The next research was conducted by StephaniDiahPamelasari, entitled “KohesidanKoherensipadaLirikLagu Album Linkin Park Hybrid Theory danMeteora” (2007). In this research, she wanted to identify whether the song lyrics in Linkin Park album ‘Hybrid Theory’ and ‘Meteora’ have appropriate coherence although the cohesive markers are implicit. To collect the data, she used documentation methods with *catat* technique and to analyze the data, she used distributional methods.

From the previous studies, we can see that there are three writers using narrative texts as the data, while the others use students’ essay and song lyrics. In those research projects, the writers only identified the kinds of cohesive devices that appear in their data. The distinction is only found in the research conducted by StephaniDyahPamelasari. She did not only try to find the kinds of cohesive devices, but also to find the relation between coherence and implicit cohesive devices. In my research, I use abstracts of student’s thesis and final project as the

data. I will not only analyze the kinds of cohesive devices that appear in my data, but also the implication of the use of those cohesive devices.

1.5. Writing Outline

CHAPTER I INTRODUCTION

This chapter describes background of the study, research questions, purposes of the study, scope of the study, significance of the study, previous studies and writing online.

CHAPTER II THEORETICAL FRAMEWORK

This chapter explains the theories used to analyze the data of this research.

CHAPTER III RESEARCH METHOD

This chapter provides type of research, method of collecting data, and method of analyzing data. It also mentions the data, population and samples.

CHAPTER IV DATA ANALYSIS

In this chapter, the writer presents the result of cohesive markers analysis in the data. Those analyses include general description, analysis of reference, conjunction, synonym,

repetition, superordinate, collocation, substitution, ellipsis,
and general word.

CHAPTER V

CONCLUSION

This chapter is about the conclusion and the suggestion
from the writer.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Concept of Cohesion

Generally, cohesion is the relationship among words in a sentence or among sentences to form coherence. In conducting this research, I use cohesion theories from Halliday. Halliday (1989:4), states that cohesion is the relation meaning of one word with another word to form a good sentence structure. To establish a cohesive sentence, cohesive marker is needed. According to Nunan (1993: 21), cohesive markers are “words and phrases which enable the writer or speaker to establish relationship across sentence or utterance boundaries, and which help to tie the sentences in a text together”. Halliday (1989: 4) says that cohesion can be divided into two types, namely grammatical cohesion and lexical cohesion. Grammatical cohesion consists of four elements; they are reference, substitution, ellipsis, and conjunctions. Lexical cohesion consists of reiteration and collocation.

2.1.1 Grammatical Cohesion

The first element of grammatical cohesion is reference. Reference is “... the specific nature of the information that is signaled for retrieval” (Halliday, 1989: 31). Halliday and Hasan (1989: 38-39) mentioned three types of reference; personal reference, demonstrative reference, and comparative reference.

a. Personal Reference

Personal reference is used to identify the function of an object in a text. Pronouns and determiners usually mark it. It is used to refer to human being in a text (Halliday, 1989: 43-44), as seen in the following example.

Mikhail Gorbachev didn't have to change the world. He could have chosen to rule much as his predecessors did (Nunan, 1993: 23).

'He' in second sentence can be categorized as personal reference. Because 'he' is a pronoun and it refers to Mikhail Gorbachev who is a human being.

b. Demonstrative Reference

Demonstrative reference is marked by the use of determiners and adverbs. It can refer to a word, phrase, or clause (Halliday, 1989: 57-59), as seen in the following example.

Recognizing that his country had to change, Gorbachev could have become a cautious modernizer in the Chinese fashion, promoting economic reform and sponsoring new technology while holding firm against political change. This did not happen (Nunan, 1993: 23).

In the example above, demonstrative reference is marked by the word 'this'. It represents the clause in the previous sentence.

c. Comparative Reference

Comparative Reference is used to compare a part of a text with other parts in a same text. Usually, it is expressed by adjectives or adverbs (Halliday 1989: 76-77). The following is an example of comparative reference.

A: Would you like these seats?

B: No, as a matter of fact, I'd like the other seats. (Nunan, 1993: 24)

In the example above, there are two different seats that are talked by A and B. The word ‘these’ and ‘the other’ in that dialogue represent a comparative reference. Speaker B compares the seats that are mentioned by speaker A with another one that he likes.

The second element of grammatical cohesion is substitution. Substitution is a replacement of a word with another word having the same meaning. There are three types of substitution; they are nominal substitution, verbal substitution, and clausal substitution (Halliday, 1989: 88-89).

a. Nominal Substitution

Nominal substitution is used to replace nouns with another word that can produce the same meaning in a text (Halliday 1989: 91). Here in an example of nominal substitution.

There are some new tennis balls in the bag. These ones’ve lost their bounce. (Nunan, 1993: 25)

The words ‘tennis balls’ is a noun. In the next sentence, the writer uses ‘these ones’ as a replacement of tennis balls. Although the words are different, both of them have the same meaning.

b. Verbal Substitution

Verbal Substitution is used to replace verbs in a text. The verb can be substitute with ‘do’ (Halliday, 1989: 112), as seen in the following example.

A: Annie says you drink too much.
B: So do you! (Nunan, 1993: 25)

The word ‘do’ in the example above is a substitution of the verb ‘drink too much’. Speaker B wants to say that speaker A drinks too much same with him. However, to make it simple, he uses substitution in his utterance.

c. Clausal Substitution

Clausal substitution replaces a clause in a text with a simpler form. Usually the clauses are substituted by 'so' and 'not' (Halliday, 1989: 130). Here is an example of clausal substitution.

A: Is it going to rain?

B: I think so. (Nunan, 1993: 25)

In the example above, the complete sentence for speaker B should be 'I think it is going to rain'. To make it simple, speaker B uses the word 'so' as an agreement of speaker A's statement.

The third element of grammatical cohesion is ellipsis. Ellipsis is an omission of a word in a sentence without changing the meaning of the sentence. There are three types of ellipsis: nominal ellipsis, verbal ellipsis, and clausal ellipsis (Halliday, 1989: 142-146).

a. Nominal Ellipsis

Nominal ellipsis is an omission of a noun in a text. Here is an example of nominal ellipsis.

My kids play an awful lot of sport. Both (0) are incredibly energetic. (Nunan, 1993: 26)

The full sentence should be 'My kids play an awful lot of sport. Both my kids are incredibly energetic'. The omission of 'my kids' does not change the meaning of the text. The reader still can understand the text although some words are omitted.

b. Verbal Ellipsis

Verbal ellipsis is an omission of a verb in a text without changing the meaning, as seen in the following example.

A: Have you been working?

B: Yes, I have (0). (Nunan, 1993: 26)

In the example above, B's full sentence should be 'Yes, I have been working'.

c. Clausal Ellipsis

Clausal ellipsis is an omission of a clause in a text to make it simple, as seen in the following example.

A: Why'd you only set three places? Paul's staying for dinner, isn't he?
B: Is he? He didn't tell me (0). (Nunan, 1993: 26)

In the example above, B's complete sentence should be 'Is he? He didn't tell me that he's staying for dinner'. The speaker omits the clause 'that he's staying for dinner'.

The last element of grammatical cohesion is conjunctions. Conjunctions express certain meaning, which presuppose the presence of other components in the discourse. There are four kinds of conjunctions that are: additive, adversative, causal, and temporal. (Halliday, 1989: 238-239)

a. Additive Conjunction

Additive conjunction is used to give more information to a phrase or clause that already stated (Halliday, 1989: 244-249). Here is an example of additive conjunction.

'I said you looked like an egg, sir' Alice gently explained. 'And some eggs are very pretty, you know,' she added... (Halliday, 1989: 245)

When Alice said that her hearer looked like an egg, the meaning of her utterance is ambiguous. The word 'and' in the example is used to give more explanation that some eggs looked pretty. It means that Alice compliments her hearer.

b. Adversative Conjunction

Adversative conjunction is used to express different situations that are presented in a text (Halliday, 1989: 250-255), as seen in the following example.

All this time Tweedledee was trying his best to fold up the umbrella, with himself in it... But he couldn't quite succeed, and it ended in his rolling over, bundled up in the umbrella, with only his head out. (Halliday, 1989: 250)

In that example above, it can be seen that 'but' is used to express that something irrational will never happens although it has been tried many times.

c. Causal Conjunction

Causal conjunction is used to show a reason why something happens (Halliday, 1989: 256-260). Here is an example of causal conjunction.

You aren't leaving, are you? Because I've got something to say to you.

In the example above, the speaker wants to make the hearer to stay there. He uses 'because' to show the reason.

d. Temporal Conjunction

Temporal conjunction is used to show the temporal relation in a text (Halliday, 1989: 261-266). Here is an example of temporal conjunction.

'But that must happen very often,' Alice remarked thoughtfully.
'It always happens,' said the Gnat.
After this, Alice was silent for a minute or two, pondering.

The conjunction in the example explains about the time of Alice's action. It makes the reader understand the sequence of the events that happened in the conversation.

2.1.2 Lexical Cohesion

Lexical cohesion consists of reiteration and collocation. There are four kinds of reiteration (Halliday, 1989: 288), which are:

a. Repetition (same word)

Repetition is an appearance of a word in several parts of the text to build coherence. Here is an example of repetition.

What we lack in a newspaper is what we should get. In a word, a 'popular' newspaper may be the winning ticket. (Nunan, 1993: 29)

Repetition is used when a speaker or writer want to give a deeper explanation about something. In the example above, the word 'newspaper' is repeated to give some emphasizing.

b. Synonym (or near-synonym)

Synonym is the usage of two words that have a same meaning in a text. These two words can substitute each other since they have the same meaning, as seen in the following example.

As an added means of self-defense the ankylosaur had a club on its tail. The creature may have been able to swing the club with great force and aim a savage blow at an enemy.

Synonym is used as a variation in a text. By using synonym words, a writer or speaker can discuss about something without making the reader or hearer feel bored. The word 'ankylosaur' and "creature" in the example above has the same meaning in that text.

c. Superordinate

The following is an example of superordinate.

Henry's bought himself a new Jaguar. He practically lives in the car.

In this example, car is a super ordinate of Jaguar.

d. General word

The following is an example of general word.

There's a boy climbing the old elm. That old thing isn't very safe.
(Halliday, 1989: 280)

"Thing" in this example is a general word for "old elm".

The second type of lexical cohesion is collocation. Collocation is a kind of lexical cohesion that is often called word pairs because this is a problematic association among words. In this term, two words appear together in a sentence. (Halliday, 1989:284-286), as seen in the following example.

Why does this little boy wriggle all the time? Girls don't wriggle.
(Halliday, 1989: 285)

'Boys' and 'girls' in that example is a pair of words having systematic relationship.

2.2 Concept of Abstract

One academic text that should be written by English Department students is an undergraduate thesis. One important part of a thesis is abstract. Abstract is a summary of the content of thesis which is written briefly (Halifudin, 2012: 180). A good abstract should contain the entire essence of the readings so it will be easy to understand. Therefore, according to Halifudin (2012), an abstract should consist of purpose of the study, scope of the study, the methods, results,

recommendation, research location (optional), conclusions, and other important information related to the paper.

The purpose of the abstract is to ease the reader in capturing the essence of a text. So the reader can save time and do not need to read the entire text to determine whether the paper is in accordance with the topic that is looked for by the reader or not. If the abstract is appropriate, the reader can continue to read the entire contents of the reading (Lannon, 1994). Therefore, the abstract should be brief and easy to understand. In order to make the reader easily to understand a text, the text should be coherent. Coherence in a text can be achieved by using cohesive markers.

CHAPTER III

RESEARCH METHOD

Djajasudarma states that method is a way of working that is wellstructured and it is used to achieve a goal(2010:1). In this thesis, I usesome methods for data processing. Methods used include method of collecting data and method of analyzing data. These methods have several techniques, but I only use some techniques. Moreover, in this chapter I will explain the research types, data and population, samples and data sources in this study.

3.1 Research Types

This is a descriptive qualitative research conducted to find out the role of cohesive markers in building coherence in a text, especially in an abstract. Beside that, I also want to see the effectiveness of the use of cohesive markers in making a text understandable. This research is a qualitative explanatory research because I will explain the data that have been analyzed. In addition, I also calculate the percentage of cohesive markers usage to see the tendency of the use of cohesive markers for English Department student.

3.2 Data, Population, Sample, and Source of Data

The data in this research were taken from the theses that were written by English Department students. I only use the abstracts of those theses. I took the abstracts published on eprints.undip.ac.id. The data are limited for the theses that are written in 2010 and 2011. In that website, there are many abstracts written by

students and lecturers of English Department. However, I only choose abstracts that were written by students in English. Because there are some abstracts that were written in Indonesian Language. From these abstracts, I will analyze the words, clauses, sentences, and then identify whether the cohesive markers in those texts were used maximally or not. I will see how the English department student produces a text that the sentences are harmonic each other by seeing the usage of cohesive markers in them.

Population in this research is all abstracts written by students of English Department in any years. Samples in this research are 22 abstracts that were taken as the data. In the discussion, I will provide some of the data with the highest and the lowest percentage of cohesive markers usage.

3.3 Method of Collecting Data

In collecting the data, I use observation, reading and note-taking methods. I read abstracts published on eprints.undip.ac.id in 2010 and 2011. I only chose abstracts that were written by students in English. I do not take the abstracts written by the lecturers of English Department. After choosing the abstracts, I download them. Therefore, the data were taken from the website.

3.4 Method of Analyzing Data

In this research, I will use *metodepadan* or identity method and *metodeagih* or distributional method by Sudaryanto(1993). Identity method requires the equivalence of the non-linguistics aspect studied. This method is using the aspects or parts that are out of the language studied to show the

equivalence of the aspect studied. There are several types of identity method; they are referential identity method, articulatory phonetic identity method, translational identity method, orthographic identity method, pragmatic identity method, inferential identity method, and reflective introspective identity method. From those kinds of methods, I will only use two methods; they are referential identity method and inferential identity method. Referential identity method will be used to analyze the cohesion devices in the text, while inferential identity method will be used to see whether the texts are coherent or not.

Distributional method is a method that uses elements of a language as a parameter in the analysis process. In this method, the research is conducted to the elements of a language (Sudaryanto, 1993:15). Distributional method consists of seven techniques, including deletion technique, substitution technique, forward expansion technique, interruption technique, permutation technique, bound paraphrase technique, repetition technique. In this study, I used deletion technique, interruption technique, and substitution technique from distributional method. From the result of this research, I will be able to see whether the text has fulfilled the appropriate use of cohesive markers or not.

CHAPTER IV

DATA ANALYSIS

In this chapter, I will discuss the use of cohesive markers in twenty-two abstracts of English Department students and the role of cohesive markers in constructing coherence in the texts. I will try to find out whether the abstracts use cohesive marker appropriately in constructing their sentences or not.

4.1 General Description

In this study, I use twenty-two abstracts of English Department students as the data. I analyze the kinds of cohesive markers that are used by the students in connecting sentences in their abstracts. After identifying the kinds of cohesive markers that appear in the texts, I will conclude whether the cohesive markers have been used appropriately or not.

I found some cohesive markers in the data. Those cohesive markers create coherence in those abstracts. However, the use of those cohesive markers is different in every abstract. As mentioned before, Halliday (1989) stated two kinds of cohesive markers that can be used to build coherence in a text. The cohesive markers are grammatical cohesion and lexical cohesion. Grammatical cohesion consists of reference, substitution, ellipsis, and conjunction, while lexical cohesion consists of synonym, general word, repetition, superordinate, and collocation. From the analysis, I found a tendency of English Department students in using cohesive marker to write abstracts of their thesis.

After analyzing the data, I found that the cohesive marker mostly used is repetition, while the cohesive marker least used is superordinate. Three cohesive markers that do not appear in those twenty-two abstracts are substitution, ellipsis, and general word.

4.2 The Use of Reference

The first cohesive marker used by the students is reference. Reference is a word used to refer to the words, phrases or sentences, which are used to replace those words, phrases or sentences. From twenty-two analyzed data, four data do not use reference as a connector among sentences. The remaining eighteen abstracts use reference.

From eighteen data that used reference, the number of reference found in those abstracts is different. It is influenced by two factors. The first factor is the different number of sentences in each abstract, so the usage number of cohesive markers also has variation. The second factor is the use of other cohesion markers considered more precise so that the reference is not very widely used.

The use of reference is mostly found in datum 17, which is about 36.1%. On the other hand, the least appearance is found in datum 14, which is about 3.1%. Here is the analysis example of datum 17:

(1) Considered as a portrait of life, literature often conveys social phenomena, such as those in Lauren Weisberger's *The Devil Wears Prada*, a novel that portrays subordinate's exploitation and alienation. (2) Therefore, **the novel** is interesting to analyze. (3) The objectives of this study are to analyze the intrinsic aspects of the novel, to describe that exploitation happens in the society of the novel, to analyze that the exploitation done by Miranda Priestly to Andrea Sach,

her staff, causes alienation, and to show that subordinate represented by Andrea Sach can struggle against the exploitation and alienation. (4)The method used in the study is library research. (5) To analyze the social aspects of the novel, sociological approach is employed. (6) The study reveals that exploitation happens in the society of the novel. (7) **It** is represented by the relationship between Andrea Sach and Miranda Priestly, **her** superior. (8)There is an unbalanced power which leads Andrea Sach under pressure. (9) The exploitation makes Andrea Sach alienated. (10)Almost all of her time is to satisfy what her job requires. (11) Because of **her** demanding job, **she**gets distanced from **her** boyfriend, **her** close friend, and even from **her** family. (12) Later, **she** realizes that **she**is exploited and alienated. (13) **She** struggles to come out from **the situations**. (14) **Her** decision to come back home gets her fired. (15)**She** has reckoned that her decision will draw her into a direct confrontation with Miranda. (16) However, **it** makes her free. (17)**She** is no longer under pressure and has more time to fix **her** alienation up. (18) It can be concluded that even though exploitation and alienation cannot be rejected, people can fight against it.

Datum 17 consists of eighteen sentences. From those eighteen sentences, I found thirty-six cohesive markers and thirteen of them are reference. All references that were found in data 17 are anaphoric reference because the references refer to something that has been explained in the previous sentences. The first reference appeared in the second sentence. I found that *the novel* is a reference of *The Devils Wear Prada* written by Lauren Wiesberger. The second cohesive marker was found in sentence 3. The word *her* in the phrase *her staff* refers to *Miranda Priestly*. By using this reference, the reader will understand whose staff mentioned by the writer of this abstract.

Cohesive marker reference appeared again in sentence 7. Two references appear in sentence 7. The first one is *it*. The word *it* in that sentence refers to *exploitation*, which appeared in the previous sentence. Reference is used so that the abstract's writer did not make too many repetitions. If the writer decides to use

repetition, then the word *it* will be replaced by *exploitation*, same as in the previous sentence. However, it will make the readers feel that the words used are not varied.

The second reference on the sentence 7 is the word *her* that refers to *Andrea Sachs* in the same sentence. *Her* here indicates ownership. It is mentioned that Miranda Priestly is the boss of Andrea Sachs. If the word *her* is removed, there will appear a confusion for the readers about the figure of Miranda Priestly. Although it was mentioned that she was a boss, the reader will be confused whose boss Miranda Priestly is.

The next references were found in sentences 10 until 17. Almost all of those references are used to refer to Andrea Sachs. Those references are pronouns such as *her* or *she*. It appears in sentence 10 until 17. In sentence 13, *the* that is placed before *situation* shows a specific situation. In this case, *the situation* refers to the words *exploited and alienated* which appear in the previous sentence. Another sentence that contains reference is sentence 16. *It* refers to *her decision* from sentence 15.

Reference is also divided into three types, namely personal reference, demonstrative reference and comparative reference. In the datum above, the writer only found personal reference and demonstrative reference, while the comparative reference was not used in that datum. Personal reference is the most commonly found in the text. The personal reference in the text above includes the word *it* (sentence 7), *her* (sentence 7), *her* (sentence 10), *she-her* (sentence 11), *she* (sentence 12), *she* (sentence 13), *her* (sentence 14), *she* (sentence 15), *it*

(sentence16), *her* (sentence16), and *she-her* (sentence 17). The use of demonstrative reference is not as many as personal references. Demonstrative references that are found in that text includes *the novel* (sentence 2) and *the situation* (sentence13).

Reference in Datum 17

Kinds of Reference	Data
Personal Reference	<ol style="list-style-type: none"> 1. It (17.7) 2. Her (17.7) 3. Her (17.10) 4. She – her (17.11) 5. She (17.12) 6. She (17.13) 7. Her (17.14) 8. She (17.15) 9. It (17.16) 10. Her (17.16) 11. She – her (17.17)
Demonstrative Reference	<ol style="list-style-type: none"> 1. The novel (17.2) 2. The situation (17.13)

Other cohesive markers, such as substitution, repetition or synonym, could replace the use of reference in that sentence. However, the use of reference in the sentence cannot be omitted because it would eliminate the relationships between sentences and it can change the meaning of the sentence. If the connector among sentences is missing, it will cause the message of the text cannot be delivered to the reader.

The second example is datum 14 that has the lowest percentage of reference, 3.1%. The following is the datum:

(1) Meaning always exists in every communication. (2) Through semantics, those meaning are studied. (3) One of media to communicate is song which generally conveys message and meanings. (4) The Songs have special characteristic in **their** lyric. (5) Each lyric is created to have a nuance. (6) Unlike the general English songs, the lyrics of Rap and hip hop music's mostly have their own way in expressing the lyric's meaning by slang words that look odd for common people.

(7) The purposes of the study are to describe and classify the meaning of slang words recently by analysing one of major hip hop singer's album. (8) The writer uses descriptive qualitative method in presenting the data. (9) In gaining the data, the writer uses non-participant observation by collecting all of slangs in the whole songs from the recently album. (10) The writer uses componential analysis theory to analyze the data because it is used to identify the difference of meaning of the same words.

(11) From the study, the writer concludes that mostly specialization and full change meaning categorizations of slang are found in the analysis. (12) Besides, there are some variant slangs which explain terms of sex, drugs and its effect. (13) The result of the study has shown the outline of slangs which Black-American usually use recently.

Datum 14 consists of thirteen sentences. I found thirty-two cohesive markers in this data, and one of the cohesive markers is reference. Reference is found in the forth sentence in the word *their*. *Their* refers to the word *songs* in the same sentence. This reference is anaphora because the cohesive marker reference is mentioned after the description of it. The reference in this sentence is a personal reference.

This datum contains many repetitions. The writer tries to change the repetition into reference to make it more varied. Here is the example:

(8) The writer uses descriptive qualitative method in presenting the data.
(9) In gaining **the data**, the writer uses non-participant observation by collecting all of slangs in the whole songs from the recently album.

(9.a) In gaining **them**, the writer uses non-participant observation by collecting all of slangs in the whole songs from the recently album.

In the datum, the writer uses repetition of *the data* in sentence 9. In my opinion, *the data* can be replaced by *them* since it has been mentioned in the previous sentence. Therefore, the reader must be understood what is the meaning of *them*. It means that repetition in sentence 9 changes into reference. The use of reference will make a text does not look monotonous as a word does not need to be used repeatedly.

4.3 The Use of Conjunction

The second cohesive marker found in twenty-two abstracts that was analyzed is conjunction. Conjunction has a function as a connector between sentences so that a sentence will be associated with the other sentences. From twenty-two abstracts that were used as the data, cohesive marker conjunction was found in 17 abstracts. In those abstracts, the numbers of discovered conjunction are different. Conjunction is a cohesive marker that is used rarely in these abstracts.

The use of conjunction is mostly found in datum 12, it is about 15,4%. Whereas, the lowest percentage of the use of conjunction was found in datum 14, it is about 3,2%. This is the sample data 12:

(1) Semantic field of a word varies in every language since it is influenced by the culture where people originally come from. (2) Javanese people have various terms in expressing smell. (3) They differentiate each term based on what the object that causes smell is. (4) This research is aimed at describing the semantic analysis of smell terms in Javanese. (5)By using Lyon's theory that is supported by the

other linguists, this research shows semantic field of smell terms in Javanese and their definitions. (6) **In addition**, componential meaning analysis (Nida, 1975) is used to know the differences of each term and find the meaning relations of it.

(7) This research uses a descriptive qualitative method (Moleong, 2007) as it describes smell terms in Javanese. (8) In collecting the data, the researcher uses documentation technique (Mardalis, 2003) because the data that is related to the research is taken from Kamus Lengkap Bahasa Jawa (Sudarmanto, 2008). (9) **Meanwhile**, the researcher uses total / jenuh sampling (Sugiyono, 1999) to be able to show differences among each words of Javanese smell terms clearly. (10) In analyzing the data, teknik perluas or expansion method (Sudaryanto, 1993) is used to see how the word is grammatical or not if it is expanded. (11) **In addition**, the researcher also uses substitution method (Sudaryanto, 1993) to see the substituted part is suitable with the data or not.

(12) From the analysis, the researcher finds twenty-nine smell terms in Javanese that can be categorized into pleasant and unpleasant smell terms. (13) **In general**, the difference among those terms is on their collocation. (14) **Moreover**, the researcher also finds the meaning relations, such as hyponymy, synonymy, and antonym. (15) All smell terms can be grouped into five synonymy, one antonym, and two kinds of hypernymy and hyponymy. (16) Synonymy is the meaning relation that is mostly appeared in Javanese smell terms. (17) It is **because** some words almost have same semantic components, such as meaning, usage, collocation, etc. (18) The difference things is usually in the Javanese speech level whether it is krama or ngoko level.

Datum 12 consists of eighteen sentences. In those sentences, I found thirty-nine cohesive markers and six of them are conjunction. There are three additive conjunctions, one adversative conjunction, one causal conjunction, and one temporal conjunction. The additive conjunctions are found in sentence 6, 11 *in addition*, and 14 *moreover*. These conjunctions are used to begin a sentence that contains additional information of the previous sentence. For instance, the use of the conjunction *in addition* in sentence 6. In the previous sentence, it had been mentioned that the abstract's writer used Lyon's theory to analyze his object of

research. In sentence 6, he adds more information related to the method of his research. To give more information, additive conjunction is needed as a cohesive marker. The same thing also happens in sentence 11 and 14.

If the conjunctions in sentence 6, 11, and 14 are omitted, the meanings of those sentences will not change. Additive conjunction only works as a marker that the writer wants to add some additional information. If these conjunctions were omitted, the additional information of the text can be added without changing the meaning. Additive conjunction on the sentences above have a function as connectors among sentence 6, 11, and 14 with the previous sentences, that are sentence 5, 10, and 13.

The adversative conjunction was found in sentence 13 *in general*. In the previous sentence, the abstract's writer mentioned that there are twenty-nine smell terms in Javanese. The next sentence, sentence 13, stated the difference among those terms. It means, the writer wanted to explain another fact about smell terms in Javanese. The next conjunction is causal conjunction that was found in sentence 17. *Because* in that sentence is a conjunction that connects sentence 16 and 17. Sentence 16 mentioned a situation and sentence 17 stated the reason of that situation. The last conjunction is the word *meanwhile* in sentence 9 that is a temporal conjunction. In this case, *meanwhile* is a durative temporal conjunction.

Conjunction in Datum 12

Kinds of Conjunction	Data
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Additive	1. In addition (12.6) 2. In addition (12.11) 3. Moreover (12.14)
Adversative	1. In general (12.13)
Temporal	1. Meanwhile (12.9)
Causal	1. Because (12.17)

The second datum that will be discussed contains conjunction in about 3,2%. It is datum 14:

(1) Meaning always exists in every communication. (2) Through semantics, those meaning are studied. (3) One of media to communicate is song which generally conveys message and meanings. (4) The Songs have special characteristic in their lyric. (5) Each lyric is created to have a nuance. (6) Unlike the general English songs, the lyrics of Rap and hip hop music's mostly have their own way in expressing the lyric's meaning by slang words that look odd for common people.

(7) The purposes of the study are to describe and classify the meaning of slang words recently by analysing one of major hip hop singer's album. (8) The writer uses descriptive qualitative method in presenting the data. (9) In gaining the data, the writer uses non-participant observation by collecting all of slangs in the whole songs from the recently album. (10) The writer uses componential analysis theory to analyze the data because it is used to identify the difference of meaning of the same words.

(11) From the study, the writer concludes that mostly specialization and full change meaning categorizations of slang are found in the analysis. (12) **Besides**, there are some variant slangs which explain terms of sex, drugs and its effect. (13) The result of the study has shown the outline of slangs which Black-American usually use recently.

There are thirteen sentences in this datum. I found thirty-two cohesive markers in this datum, but only one conjunction in it. Data 14 consists of three

paragraphs. The conjunction was found in the last paragraph, in sentence 12. The only conjunction in this abstract is the word *besides* in sentence 12. It is an additive conjunction that has a function as a marker of additional information related to the previous sentence. Conjunction in sentence 12 is optional because if it was omitted the meaning of sentence will not change. Without adding *besides*, the reader will still understand that sentence 12 is additional information to complete sentence 11. In other sentences on datum 14, the relation among sentences has been already built by the usage of cohesive markers such as repetition, reference and collocation. Thus, although the conjunction is not used optimally at datum 14, coherence between sentences can still be found because of the use of other cohesive markers.

4.4 The Use of Synonym

Synonym is a similarity of words meaning. In a text, usually a writer will use words that have the same meaning for interchangeable with each other, so that the text will not look monotonous.

From twenty-two data in this research, I found that only eight abstracts contain synonyms in the data. Synonym is one of the cohesive markers that are rarely used in the data of this research. The highest use of synonyms was found on the datum 16, which is about 20%. On the other seven abstracts, the use of synonyms is less than 10%. The lowest use of synonyms was found in datum 11, which is about 3.3%. Here is a sample analysis of the data 16:

(1) The aim of writing this final project entitled Analisis Trauma dan Dendam Hannibal Lecter dalam Novel Hannibal Rising karya Thomas Harris (Analysis of Trauma and Revenge of Hannibal Lecter on Hannibal Rising by Thomas Harris) is to show the change of the psychological side of an innocent boy named Hannibal Lecter who turns into a psycho killer.

(2) On writing this thesis, **the writer** uses a library research **method**. (3) Library research is a research that is done in the writer's room or library where **the researcher** gets the data and information about the object of the research from books or any audio visual device. (4) The writer also uses intrinsic **approach** focusing on characters and conflict. (5) The writer also uses psychological approach according to The Personality Theory of Psychoanalysis by Sigmund Freud.

(6) Working through the analysis, the result of the analysis shows that if an unstable natured person is pressured into a breaking point, it can change his personality and trigger a destructive behavior.

Datum 16 consists of sixteen sentences. These sentences are divided into three paragraphs. The writer found ten cohesive markers in this text. Two of them are synonyms. The first synonym appears in sentence 3. *The researcher* in this sentence has the same meaning with *the writer* in sentence 2. Those two words refer to the abstract's writer. The second synonym is the word *approach* in sentence 4 and *method* in sentence 2. These two words can be understood as the tools used by the writer to analyze his research data.

Datum 11 is the datum that used synonym in small percentage. It is about 3,3% of total data. Here is the datum 11:

(1) This thesis entitle 'Pencarian Jati Diri Tokoh Kim Dalam Novel *Kim* Karya Rudyard Kipling' focuses on analyzing the identity of the main character. (2) The main character is an adolescent boy, in which he is seeking to find, or create, an identity for himself. (3) Kim defines his identity during his adventures with Teshoo Lama. (4) When the story opens the influences on him have been almost exclusively Indian.

(5) His identity papers prove the identity that he is seeking to build, but his life among white man gives traumatic experience which he resists with all his might. (6) He realises that his blood is a sahib, but at the end of the story he decides to be an Indian.

(7) The writer used library research method to collect various data, especially about which this thesis related to. (8) The writer used structural **approach** to analyze setting, character, and conflict. (9) Furthermore, the Psychological approach that the writer used, was to analyze the searching of Kim's identity, as the main character.

(10) The result of analysis shows that Kim's genital puberty in adolescent phase makes him asking his identity. (11) In this phase, he faces many conflicts, whether internal or external conflict. (12) The internal conflicts are caused by two separated sides in his mind, India and English. (13) Although he resists an English status on him, he has been influenced by English character and becomes a mixture of India and English.

There are thirteen sentences, four paragraphs and thirty cohesive markers in datum 11. Nevertheless, I only found one synonym as a cohesive marker in this text. The synonym found in paragraph 3, so in this example of analysis only paragraph 3 that will be discussed. Similar to the first example, the synonym in datum 11 is *approach* in sentence 8. This word has the same meaning with *method* in sentence 7.

In my opinion, this abstract can use synonym in other sentences. For example, the word *the writer* can be replaced by *the researcher*. This word appears three times in the datum. It will be more diverse if *the writer* and *the researcher* are used interchangeably since they have the same meaning in the text.

Besides those two samples above, I also gives other sample of datum that should use synonym in it. The datum is datum 7.

(1) The Aviator is a kind of biographical drama movie which was released in 2004 and directed by Martin Scorsese. (2) **This movie** was nominated for 11 Academy Awards, winning five. (3) The Aviator is tells about Howard Hughes life from the late 1920s to 1942. (4) Howard Hughes was a phenomenally successful businessman, aviator, movie producer, movie director, and one of the wealthiest people in the world. (5) Beside his succeed, he had an eccentric behavior because of his Obsessive-Compulsive Disorder. (6) He had an obsessional fear of germs and compulsively tried to protect himself from them. (7) This thesis will analyzes Howard Hughes as the main character of film. (8) The writer interested with Hughes's life and also his eccentric behavior that caused by Obsessive-Compulsive Disorder. (9) The aim of **this thesis** are to analyzes all about Hughes's OCD, starting from the symptoms, the causes, and the treatments. (10) To reach **the aim**, the writer uses library research method to get some information and knowledge that support the topic of her **study**. (11) Besides, the writer also applies two approach methods. (12) Firstly, the writer uses an exponential approach. (13) The exponential approach is uses to understand the theme, characters, plot, and settings. (14) Secondly, the writer uses a psychological approach about OCD. (15) Meanwhile, the writer also analyzes the intrinsic and extrinsic aspect of **themovie**. (16) The intrinsic aspect consists of narratology and cinematography. (17) The writer uses the theory of A.J Greimasto analyzes the character and the plot. (18) To analyzes the extrinsic aspect, the writer uses the theory of Obsessive-Compulsive Disorder. (19) From the analyzes, the writer conclude that Hughes include into thinker ritualizes and washer & cleaner category. (20) Based on Freud theory, he was kind of the anal psychosexual stage because he tend toward excessive cleanliness. (21) Then based on Maher, his OCD was caused by the memories of his past life with his mother.

In datum 7, I found many cohesive markers in the form of repetition. After analyzing the datum, I argue that there are some repetitions that should be replaced by synonyms so that the text will look more varied. The first repetition is *this movie* that appeared on the second sentence. The phrase *this movie* is a reference of a movie title that appeared in the first sentence, namely The Aviator. The phrase *the movie* can be changed into *the film*. The second repetition is *the thesis* in sentence 9. It is a repetition of the same word in sentence 7. *The thesis*

can be replaced by *the research* because it has the same meaning in the context of this text.

Repetition on sentence 10, *the aim*, is also can be replaced into synonyms, *the purpose*. Not only the *aim*, the word *study* in the end of sentence 10 can also be changed into *research*. The last repetition that I think it can be turned into synonym is *the movie* in sentence 15. Just as in the second sentence, *the movie* is replaced by *the film* in order to make datum 7 does not contain too many repetitions. With the replacement of repetition to synonyms, I argue that the datum that has been analyzed can still be understood easily and it is an efficient text.

4.5 The Use of Repetition

Repetition is included in lexical cohesion. Repetition is the use of a similar word, phrase or clause in some parts of the text to build a coherence relationship among sentences. In this study, all of the data uses repetition as a cohesive marker in building coherence in the text. Repetition has the highest level of use compared to other cohesive markers.

The highest level of the use of repetition was found in datum 4, it is 87,5%. On the contrary, datum 17 contains the lowest level of use of the repetition, which is about 47.2%. Here is the analysis of datum 4:

(1) **Film** as one of literary works, can serve as a means that is used by **society**, especially writers, to express their idea. (2) The idea expressed in a **film** is often in form of symbol, character, theme, which represent the life style, idealism, and ideology or sociology of **society**.

(3) **The thesis** entitled “Faktor-Faktor Sosial Yang Dihadapi **Imigran Illegal** Dalam Usaha Menjadi **Warga Negara Amerika** Pada Script Film **Crossing Over** Karya Wayne Kramer”. (4) **This thesis** tells the **social problems** from which **illegal immigrants** suffer and their struggle to obtain a green card as **American citizenship**.

(5) The writer uses **library research** and **literary sociology approach**. (6) **Library research** is used to collect data and others information from books, internet, and other sources to support the **analysis**. (7) **The literary sociology approach** is applied to **analyze** the social phenomenon of the script **Crossing Over** film. (8) The concept of this **approach** makes the **writer** easier to look at **social problems** of **illegal immigrants** in this thesis.

Datum 4 consists of eight sentences divided into three paragraphs. From the entire sentences on the datum 4, I found twenty-one cohesive markers. Three of them are reference and the rest are repetition. Here are the words of repetitions that have been found:

Repetition in Datum 4

Repetition Words	Number of Sentence
Film	1, 2
Society	1, 2
This thesis	3, 4, 8
Illegal immigrant	3, 4, 8
American citizenship	3, 4
Library research	5, 6
Literary sociology approach	5, 7
Analyze	6, 7

Crossing Over	3, 7
Approach	5, 7, 8
The writer	5, 8
Social problem	4, 8

In the first sentence, there are two words that are repeated in sentence 2, that are *film* and *society*. This indicates that sentence 1 and 2 are related each other. Sentence 3 does not use a cohesive marker so it looks like there is a sudden change of topic without any marker that associates this sentence with the previous sentences. The relation with other sentences appears in the next sentence that is sentence 4. In this sentence, I identified four cohesive markers, where three of them are repetition. The first repetition is *the thesis* that is a repetition of sentence 3. The second is *illegal immigrant* and the last is *American citizenship*. The phrase *illegal immigrant* was written in Indonesian Language in sentence 3 that is *immigrant illegal*. So does the phrase *American citizenship*. Although those phrases were written in different languages in a sentence 3 and 4, these phrases have the same meaning so that they can be categorized as repetition.

In sentence 5, I cannot find cohesive marker that connects this sentence with the previous sentence. This makes the writer once again looks like she suddenly change the topic. In sentence 6, I found the phrase *library research* that is a repetition of sentence 5. Sentence 7 contains three repetitions of previous sentences, namely *literary sociology approach* that is the repetition of sentence 5,

analyze that in the sentence 6 was written as *analysis*, and *Crossing Over* that has already mentioned in sentences 3.

The last sentence contains six cohesive markers that five of them are repetition. The first repetition is the word *approach* that previously appeared in sentence 5 and 7. *The writer* is a repetition of sentence 5. The next is the phrase *social problem* that is written on sentence 4 before. The last is the phrases *illegal immigrants* and *the thesis* that both appear on sentence 3 and 4.

The datum that contains the lowest repetition is datum 17 it is about 47.2%. Although the use of repetition is the lowest, but when compared to the use of other cohesive markers in this text, the use of repetition remains high. Here is datum 17:

(1) Considered as a portrait of life, literature often conveys social phenomena, such as those in Lauren Weisberger's *The Devil Wears Prada*, **a novel** that portrays subordinate's exploitation and alienation. (2) Therefore, **the novel** is interesting to analyze. (3) The objectives of this study are to **analyze** the intrinsic aspects of **the novel**, to describe that exploitation happens in the society of **the novel**, to analyze that the exploitation done by Miranda Priestly to Andrea Sach, her staff, causes alienation, and to show that **subordinate** represented by Andrea Sach can **struggle** against the **exploitation and alienation**. (4) The method used in the **study** is library research. (5) To **analyze** the social aspects of **the novel**, sociological approach is employed. (6) **The study** reveals that **exploitation** happens in the society of the **novel**. (7) It is represented by the relationship between Andrea Sach and Miranda Priestly, her superior. (8) There is an unbalanced power which leads **Andrea Sach under pressure**. (9) The **exploitation** makes Andrea **Sach alienated**. (10) Almost all of her time is to satisfy what her job requires. (11) Because of her demanding job, she gets distanced from her boyfriend, her close friend, and even from her family. (12) Later, she realizes that she is exploited **and alienated**. (13) She **struggles** to come out from the situations. (14) **Her decision** to come back home gets her fired. (15) She has reckoned that **her decision** will draw her into a direct confrontation with Miranda. (16) However, it makes her free. (17) She is no longer **under pressure** and has more time to fix her

alienationup. (18) It can be concluded that even though **exploitation and alienation** cannot be rejected, people can fight against it.

Datum 17 is composed of eighteen sentences containing forty-one cohesive markers which seventeen of them are repetitions. Here are the words of repetitions that have been found:

Repetition in Datum 17

Repetition Words	Number of Sentence
Analyze	2, 3, 5
The novel	1, 2, 3, 5, 6
Subordinate	1, 3
Exploitation	1, 3, 6, 9, 12, 18
Alienation	1, 9, 12, 17, 18
The study	3, 4, 6
Andrea Sach	7, 8, 9
Miranda	7, 15
Struggles	3, 13
Her decision	14, 15
Under pressure	8, 17

The first repetition in datum 17 is *the novel* that connects the sentence 1 and sentence 2. Furthermore, on sentence 3, I found four repetitions: *analyze* that previously appeared in sentence 2, *the novel* that is a repetition of sentence 1 and

2, and *the subordinate* and *exploitation and alienation* which appear in the sentence 1. Sentence 3 is also connected to sentence 4 by the cohesive marker *the study*. Sentence 5 is connected to sentence 2 and sentence 3 through the words *analyze* and *the novel*.

The study that appeared in sentence 3 and sentence 4 reappeared in sentence 6. There was also the word *exploitation* and *the novel* that connects sentence 6 to sentence 1, sentence 2, and sentence 3. I did not find repetition that connects sentence 7 with previous sentences, but sentence 7 contains other cohesive marker, which is reference so that it still has relevance with the previous sentences. *Andrea Sach* was a repetition of sentence 7 that was found in sentence 8. *Andrea Sach* is repeated again in sentence 9 along with *exploitation* (repetition of sentence 1, sentence 3, and sentence 6) and *alienated* (repetition of sentence 1 and sentence 3).

Repetition was also found in sentences 12 on the word *exploited and alienated* which was the repetition of the sentence 1 and sentence 3. Sentence 13 has a relationship with sentence 3 because both of them contain the word *struggles*, while sentences 14 and 15 were connected by the phrase *her decision*. Sentence 15 also mentioned the name *Miranda* that is a repetition of sentence 7. Repetition in the text continued to appear from the beginning to the end of the text. Even the last 2 sentences; sentence 17 and sentence 18 also contain repetition in it. Like *underpressure* in sentence 17 that appeared in sentence 8 and *alienation* that were previously found in sentence 1, sentence 3, and sentence 12. The last

repetition is repetition of sentence 1, sentence 3, and sentence 12 that are *exploitation and alienation*.

Repetition is widely used in order to make the sentences in the text are related to each other and the reader can easily understand the contents of the text. The use of repetition in the data above cannot be removed because it would make the sentences in the text being incomplete. The more a word is repeated, the reader will more easily understand the content of the text because the coherence can be seen explicitly. However, if repetition is used too much, a text will look monotonous, and readers might assume that the writer is less varied. It would be nice if the use of repetition is reduced and replaced with other cohesion markers, such as reference, substitution or synonym.

I try to replace repetition in sentence 4 and sentence 6 of datum 17 with synonym:

- (4) The method used in **the study** is library research.
- (6) **The study** reveals that **exploitation** happens in the society of **the novel**.
- (4.a) The method used in **the research** is library research.
- (6.a) **The study** reveals that **exploitation** happens in the society of **the story**.

With replacing some repetition elements with synonym, the sentence will be more varied and the reader will not bored to read the text.

4.6 The Use of Superordinate

Superordinate is a word which has the highest level within a classification arrangement of words in which it has a general nature while the words were classified under it has more specific meaning. Superordinate has an opposite meaning with hyponymy because hyponymy is a word with a specific meaning. In this study, I only managed to find one superordinate of the overall data. This superordinate was found on the datum 14 with very little percentage, which is only 3.2%. Here is datum 14:

(1) Meaning always exists in every communication. (2) Through semantics, those meanings are studied. (3) One of the media to communicate is song which generally conveys message and meanings. (4) The songs have special characteristics in their lyrics. (5) Each lyric is created to have a nuance. (6) Unlike the general English **songs**, the lyrics of Rap and hip hop music's mostly have their own way in expressing the lyric's meaning by slang words that look odd for common people.

(7) The purposes of the study are to describe and classify the meaning of slang words recently by analyzing one of the major hip hop singer's **album**. (8) The writer uses descriptive qualitative method in presenting the data. (9) In gaining the data, the writer uses non-participant observation by collecting all of the slangs in the whole songs from the recent album. (10) The writer uses componential analysis theory to analyze the data because it is used to identify the difference of meaning of the same words.

(11) From the study, the writer concludes that mostly specialization and full change meaning categorizations of slang are found in the analysis. (12) Besides, there are some variant slangs which explain terms of sex, drugs and its effect. (13) The result of the study has shown the outline of slangs which Black-American usually use recently.

Datum 14 is composed of thirteen sentences that contain thirty-two cohesive markers in the text. From thirty-two cohesive markers, I only found one superordinate. Superordinate marker was found in the word *album* in the sentence 7. The word *album* is a superordinate of the word *song* in the previous sentence. It

can be seen that the *album* has a more general meaning than the *song* because *song* is part of the album. Unfortunately, the use of superordinate can only be found in one data. However, it will look very attractive if a text contains a superordinate in it.

4.7 The Use of Collocation

Collocation is the use of paired words in a text. These words are usually already known by many people and are a natural thing when they appear together. Halliday (1989: 285) provided an example of collocation in word pair *boy* and *girl*. *Boy* and *girl* have an oppositeness semantic relationship called complementarity.

In this study, nineteen data used collocation as cohesive marker. On average, the use of collocation on this research data is not more than 10%. The highest percentage of collocation was found in datum 16, which is 20%. The lowest percentage of it was found in the datum 17, that is 2,5%.

Here is datum 16:

(1) The aim of writing this final project entitled Analisis Trauma dan Dendam Hannibal Lecter dalam Novel Hannibal Rising karya Thomas Harris (Analysis of Trauma and Revenge of Hannibal Lecter on Hannibal Rising by Thomas Harris) is to show the change of the psychological side of an innocent boy named Hannibal Lecter who turns into a psycho killer.

(2) On writing this thesis, the writer uses a library research **method**. (3) Library research is a research that is done in the writer's room or library where the researcher gets the data and information about the object of the research from books or any audio visual device. (4) The writer also uses intrinsic approach focusing on characters and conflict. (5) The writer also uses psychological approach according to The Personality Theory of Psychoanalysis by Sigmund Freud.

(6) Working through the analysis, the result of the **analysis** shows that if an unstable natured person is pressured into a breaking point, it can change his personality and trigger a destructive behavior.

Six sentences are grouped into three paragraphs in the datum 16. This text contains ten cohesive markers and two of them are collocation. Collocation marker was found in the second sentence. There are a paired word *project* and *method*. It can be seen that the method is hyponymy of the project. Hyponymy relationship is included in the collocation and the words *project* and *method* are word pair. In the last sentence, the word *the analysis* is also the hyponymy and of the *project*. That means, in preparing the abstract, the writer only used the hyponymy as collocation.

The use of collocation on this datum has been effective. Because collocation used in this text is a very common pair words heard by the public so that the readers can understand the message conveyed by the writer easily.

Datum that has the least percentage of collocation is datum 17. The following is datum 17:

(1) Considered as a portrait of life, literature often conveys social phenomena, such as those in Lauren Weisberger's *The Devil Wears Prada*, a novel that portrays subordinate's exploitation and alienation. (2) Therefore, the novel is interesting to analyze. (3) The objectives of this study are to analyze the intrinsic aspects of the novel, to describe that exploitation happens in the society of the novel, to analyze that the exploitation done by Miranda Priestly to Andrea Sach, her staff, causes alienation, and to show that subordinate represented by Andrea Sach can struggle against the exploitation and alienation. (4) The **method** used in the **study** is library research. (5) To analyze the social aspects of the novel, sociological approach is employed. (6) The study reveals that exploitation happens in the society of the novel. (7) It is represented by the relationship between Andrea Sach and Miranda Priestly, her superior. (8) There is an unbalanced power which leads

Andrea Sach under pressure. (9) The exploitation makes Andrea Sach alienated. (10) Almost all of her time is to satisfy what her job requires. (11) Because of her demanding job, she gets distanced from her boyfriend, her close friend, and even from her family. (12) Later, she realizes that she is exploited and alienated. (13) She struggles to come out from the situations. (14) Her decision to come back home gets her fired. (15) She has reckoned that her decision will draw her into a direct confrontation with Miranda. (16) However, it makes her free. (17) She is no longer under pressure and has more time to fix her alienation up. (18) It can be concluded that even though exploitation and alienation cannot be rejected, people can fight against it.

Datum 17 is composed of eighteen sentences. From the sentences, I found forty-one cohesive markers. These cohesive markers consist of reference, conjunction, repetition and collocation. On the datum 17 above, I only found one pair word, which is *method* and *study*. Collocation relationship that exists in *method* and *study* is hyponymy relationship. *Method* is hyponymy of *study*.

4.8 Substitution, Ellipsis, and General Word

From nine cohesive markers mentioned by Halliday, there are three of them that I cannot find in the overall data available, namely substitution, ellipsis, and general word. Substitution is a replacement of a word, phrase or clause with other words to avoid repetition of the word. In addition, the replacement of the word usually happened on sentence patterns that are already known by people. Therefore, the replacement of word can make a sentence sound more effectively.

I tried to analyze some of the data to determine how effective the sentences that exist in the data if cohesion substitution is added in it. Here is the data 1:

(1) Patriarchal ideology creates gaps between man and woman and makes a woman in a subordinate position. (2) Man is being and woman is the other. (3) Jane Martin's Keely and Du is one of the dramas in playing many rules of patriarchy and can be seen in real life. (4) The choice of this literary work is based on the breakthroughs of Keely as the main character in the patriarchy circumstances.

(5) The questions are how the patriarchy ideology creates a problem to the main character and how the effort of the main character solves the problem. (6) This research aims to explain patriarchy concept in Keely and Du and Keely's efforts in **patriarchy** circumstances. (7) The writer uses method of library research to find some data or information related to the analysis. (8) The writer also uses feminism approach dealing with concept of patriarchy and feminism. (9) Woman's body is the primary object of man's oppressions. (10) By analyzing Keely and Du, understanding of patriarchy concept dealing with Keely's efforts to get out of the patriarchy can be achieved.

(11) Jane Martin's Keely and Du describes the differences between the effort of the independent woman who is trapped in the patriarchal ideology and the woman who follows the ideology. (12) The Operation Retrieval (group of like-minded Christian motivated by a belief in the sanctity of life and the rights of unborn children (Martin, 17)) arrested Keely when she walked to abortion clinic. (13) She was raped and violenced by her exhusband. (14) As long as Keely was arrested, she was taken care by Du. (15) Du as a member of Operation Retrieval. (16) Based on that sentence it can be inferred that Keely is as the independent woman and Du as the **woman** who follows the ideology of patriarchal.

In data 1, I tried to replace some of elements of the sentence through substitution process. The first substitution was added in sentence 6 to the word *patriarchy*. In sentence 6, there are two clauses. The word patriarchy in clause 2 can be substituted with *the same* so that it becomes:

(6.a) This research aims to explain patriarchy concept in Keely and Du and Keely's efforts in **the same** circumstances.

The word *patriarchy* was repeated 2 times in that sentence. Since it was mentioned in the first clause, this word can be replaced with *the same* that

indicates that the word talked in that sentence is *patriarchy*. *Patriarchy* that is substituted with *the same* is nominal substitution, because *patriarchy* is noun.

Substitution can also be added on the last sentence. The word *woman* is mentioned twice in this sentence. In my opinion, the second *woman* could be replaced with the phrase *the one*. Because it has been mentioned before, the reader will be able to understand that *the one* means *woman*. This substitution is also a nominal substitution because *woman* is a noun. Here is sentence 16 after it substituted:

(16.a) Based on that sentence it can be inferred that Keely is as the independent woman and Du as **the one** who follows the ideology of patriarchal.

I also selected the data randomly and tried to substitute the words. The selected datum is datum 8. Datum 8 consists of 13 sentences grouped in three paragraphs. Here is datum 8:

(1) In this thesis, the writer focused her analysis on resistance against patriarchal values in Meg Cabot's *The Princess Diaries*. (2) The purposes of this study are to show that the influence of patriarchy is still firmly entrenched in society, especially in female adolescents' environment in United States, and also to show its influence in the life and character formation of youth in general. (3) In addition, the writer also wanted to show the other forms of resistance that can be done to fight patriarchy. (4) In the end, the writer wanted to emphasize the importance of confidence and self respect so that every woman can realize that she can be a "princess" in her own way and version and has the right to determine the direction of her own life.

(5) In conducting analysis, the writer used method of library research (library research). (6) The approach that the writer used is feminism approach. (7) Intrinsic aspects that are discussed in analysis are intrinsic elements in the novel that include settings, characters, plot, and conflict; while the aspect of feminism that is discussed is the resistance against patriarchal values.

(8) Based on the analysis, the writer found that the values of patriarchy have already been firmly entrenched. (9) The influence of patriarchy is not only found in certain societies. (10) It has been thoroughly entrenched, even among today's generation, especially female adolescents. (11) In addition, the writer also successfully found forms of resistance against patriarchal values that is executed by protagonist. (12) Resistance of the protagonist in the novel itself is done in stages because the protagonist (Mia Thermopolis) initially was not aware of her existence. (13) After her existential awareness has been fully reached, Mia dared to fight frontally.

In this datum 8, I only tried to do a substitution in one sentence because other sentences are unable to be added by a substitution. That sentence is sentence 3. If it was given a substitution, the sentence becomes:

(3.a) In addition, the writer also wanted to show the other forms of **the one** that can be done to fight patriarchy.

Unfortunately, the addition substitution did not work on sentence 3 because the sentence becomes difficult to understand if the word was changed into *the one*.

The second element of cohesion that was not found in this study is ellipsis. Ellipsis is a deletion or removal of an element of a sentence without causing a change in the meaning of the sentence. The omission of the sentence element is intended to make the sentence to be more effective and straightforward.

After analyzing some of the data, I found that it is possible to do an ellipsis in datum 3. Datum 3 consists of 11 sentences that are grouped in four paragraphs. Here is datum 3:

(1) In California, racism is a common issue. (2) Unequal behavior in many fields of life makes people decide to be anti racist. (3) This thesis tells about an anti-racist teacher named Erin Gruwell in Long

Beach, California as showed in “Freedom Writers” film directed by Richard LaGravenese.

(4) The purpose of this thesis are to know Erin Gruwell’s anti racism, analyze Erin’s life and environment which make her become an anti-racist person, and understand the effect of her anti-racist through pictures and dialogs in “Freedom Writers” film.

(5) In writing this thesis, the writer employs library research, that is done by reading books, articles, or any written and visual documents related to the topics. (6) While in answering the questions the writer uses exponential approach for analyzing intrinsic aspects. (7) Social psychology and sociology approaches are also used to analyze Erin’s anti racism.

(8) The result shows that Erin’s anti racism can be seen from conflicts happened to her. (9) Besides, there are other factors that make her as an anti-racist such as her identification process, outside social interaction, selectivity, motive, social nature, and relationship with her social environment. (10) At the end, the effect of Erin’s anti racism appears. (11) It shows that Erin’s students in 203 classroom change their behavior to be anti-racist.

I tried to do an ellipsis in some parts of the text. The first was in sentence 8. In the previous sentences, it has been mentioned that Erin Gruwell is anti racism. In sentence 8, I tried to omit *Erin* that was mentioned before *anti racism* because I assume that the reader will understand whose anti-racist ideology that appear in this sentence. So that, sentence 8 would become:

(8.a) The result shows that (0) anti racism can be seen from conflicts happened to her.

Besides sentence 8, sentence 9 also has a potential to have an ellipsis. In the text, it is mentioned that there are several factors that caused Erin to be anti racism. The writer assumes that the word *her* do not need to be mentioned many times because it causes too many repetition in the sentence. Here is sentence 9:

- (9.a) Besides, there are other factors that make her as an anti-racist such as (0) identification process, outside social interaction, selectivity, motive, social nature, and relationship with her social environment.

The last sentence containing ellipsis is sentence 10. From the beginning, the topic of this text is Erin's anti racism. So that, the reader will immediately understand that the effect in question in this sentence is the effect of Erin's anti racism. Here is sentence 10 after it has an ellipsis:

- (10.a) At the end, the effect (0) appears.

After it has the ellipsis, datum 3 still efficient to be read and understood. It shows that the ellipsis can be applied as a cohesive marker in that text to produce coherence.

I also tried to do the ellipsis on other data. However, not all the data will be efficient if it was added an ellipsis. The example is the datum 4.

(1) Film as one of literary works, can serve as a means that is used by society, especially writers, to express their idea. (2) The idea expressed in a film is often in form of symbol, character, theme, which represent the life style, idealism, and ideology or sociology of society.

(3) The thesis entitled “Faktor-Faktor Sosial Yang Dihadapi Imigran Illegal Dalam Usaha Menjadi Warga Negara Amerika Pada Script Film Crossing Over Karya Wayne Kramer”. (4) This thesis tells the social problems from which illegal immigrants suffer and their struggle to obtain a green card as American citizenship.

(5) The writer uses library research and literary sociology approach. (6) Library research is used to collect data and others information from books, internet, and other sources to support the analysis. (7) The literary sociology approach is applied to analyze the social phenomenon of the script Crossing Over film. (8) The concept of this approach makes the writer easier to look at social problems of illegal immigrants in this thesis.

I tried to perform an ellipsis in two sentences, which were sentence 4 and sentence 7. I eliminated the word *their* in sentence 4 which refers to *illegal immigrants*, so that sentence 4 becomes:

- (4.a) This thesis tells the social problems from which illegal immigrants suffer and (0) struggle to obtain a green card as American citizenship.

In the sentence 7, I omitted the word *of the script Crossing Over film* because I assume that the reader will understand the contents of this sentence. The following is sentence 7:

- (7.a) The literary sociology approach is applied to analyze the social phenomenon (0).

However, after reviewing the sentences that were given some ellipsis on datum 4, I found that the sentences are less efficient and more easily understood if there is not ellipsis in it. The word *their* in sentence 4 does not have any repetition, and only a reference of *illegal immigrants*, so it does not need to be removed from this sentence. As well as *of the script Crossing Over film* in sentence 7. This sentence becomes incomplete because *of the script Crossing Over film* serves as an explanatory in this sentence. Without this explanatory, the readers will be confused about the social phenomenon in question.

The third element of cohesion that was not found in the data is general word. General word is a word that can represent other words because it has a very general meaning. This word does not refer to a particular thing so that it can be used to replace many words. The meaning of the general word can vary according to the concept of the sentence in which it is used.

I tried to add the general word concept into the existing data, but the result is that the abstracts have been a good text and do not need to add general word.

The example is datum 12.

(1) Semantic field of a word varies in every language since it is influenced by the culture where people originally come from. (2) Javanese people have various terms in expressing smell. (3) They differentiate each term based on what the object that causes smell is. (4) This research is aimed at describing the semantic analysis of smell terms in Javanese. (5) By using Lyon's theory that is supported by the other linguists, this research shows semantic field of smell terms in Javanese and their definitions. (6) In addition, componential meaning analysis (Nida, 1975) is used to know the differences of each term and find the meaning relations of it.

(7) This research uses a descriptive qualitative method (Moleong, 2007) as it describes smell terms in Javanese. (8) In collecting the data, the researcher uses documentation technique (Mardalis, 2003) because the data that is related to the research is taken from KamusLengkapBahasaJawa (Sudarmanto, 2008). (9) Meanwhile, the researcher uses total / jenuh sampling (Sugiyono, 1999) to be able to show differences among each words of **Javanese smell terms** clearly. (10) In analyzing the data, teknikperluas or expansion method (Sudaryanto, 1993) is used to see how the word is grammatical or not if it is expanded. (11) In addition, the researcher also uses substitution method (Sudaryanto, 1993) to see the substituted part is suitable with the data or not.

(12) From the analysis, the researcher finds twenty-nine smell terms in Javanese that can be categorized into pleasant and unpleasant smell terms. (13) In general, the difference among those **terms** is on their collocation. (14) Moreover, the researcher also finds the meaning relations, such as: hyponymy, synonymy, and antonymy. (15) All smell terms can be grouped into five synonymy, one antonym, and two kinds of hypernymy and hyponymy. (16) Synonymy is the meaning relation that is mostly appeared in Javanese smell terms. (17) It is because some words almost have same semantic components, such as meaning, usage, collocation, etc. (18) The difference things is usually in the Javanese speech level whether it is krama or ngoko level.

I tried to change some elements of the sentences into general word. The first one is *Javanese smell terms* on sentence 9. I changed it into *those terms*.

However, this changes make the sentence becomes inefficient although the use of

the cohesive marker will become more diverse. Here is sentence 9 that contains general word.

- (9.a) Meanwhile, the researcher uses total / jenuh sampling (Sugiyono, 1999) to be able to show differences among each words of **those terms** clearly.

It can be seen from some analyses above; almost all of the data contain high percentage of repetition in building relationships between the sentences. That is why the use of substitution, ellipsis, and general word cannot be found in all of the data. The writers more focused to do repetition of words instead of using other markers cohesion. However, too many repetitions make a text look monotonous and unattractive. As in datum 7 that contains 72.7% repetition, 18.2% reference, and 9,1% conjunction. After conducting an analysis of the datum, I found that the datum could use the synonym and substitution in composing the sentences. It will look more attractive if a text contains more than one cohesive marker. Therefore, various connectors can form the relations between the sentences.

Here is the example of datum 7 after being added by a few changes of cohesive marker. I marked synonyms and substitutions that did not exist in the text previously. It was added to make the text more efficiently with various types of cohesive markers.

- (1) The Aviator is a kind of biographical drama movie which was released in 2004 and directed by Martin Scorsese. (2) **This film** was nominated for 11 Academy Awards, winning five. (3) The Aviator is tells about Howard Hughes life from the late 1920s to 1942. (4) Howard Hughes was a phenomenally successful businessman, aviator, movie producer, movie director, and one of the wealthiest people in the world. (5) Beside his succeed, he had an eccentric behavior because of his Obsessive-Compulsive Disorder. (6) He had an obsessional fear of germs and compulsively tried to protect himself from

them. (7) This thesis will analyzes Howard Hughes as the main character of film. (8) The writer interested with Hughes's life and also his eccentric behavior that caused by Obsessive-Compulsive Disorder. (9) The aim of **this research** are to analyzes all about Hughes's OCD, starting from the symptoms, the causes, and the treatments. (10) To reach **the purpose**, the writer uses library research method to get some information and knowledge that support the topic of her **research**. (11) Besides, the writer also applies two approach methods. (12) Firstly, the writer uses an exponential approach. (13) **This one** is uses to understand the theme, characters, plot, and settings. (14) Secondly, the writer uses a psychological approach about OCD. (15) Meanwhile, the writer also analyzes the intrinsic and extrinsic aspect of **the film**. (16) The intrinsic aspect consists of narratology and cinematography. (17) The writer uses the theory of A.J Greimasto analyzes the character and the plot. (18) To analyzes the extrinsic aspect, the writer uses the theory of Obsessive-Compulsive Disorder. (19) From the analyzes, the writer conclude that Hughes include into thingker ritualizes and washer & cleaner category. (20) Based on Freud theory, he was kind of the anal psychosexual stage because he tend toward excessive cleanliness. (21) Then based on Maher, his OCD was caused by the memories of his past life with his mother.

CHAPTER V

CONCLUSION

In this chapter, I take some conclusion after conducting the research. In addition, I also give suggestion related to the use of cohesion markers. From the 22 existing abstracts, cohesion marker that mostly found is repetition. Repetition is found in all abstracts because repetition is easy to use. The words are just repeated and the reader will immediately understand if there is repetition of the word.

Cohesive markers have not been used optimally in several texts. Some texts use only a few elements of cohesion markers in composing the sentences, while the texts could be better if they were added another cohesion markers. I have tested it by trying to add or replace the elements of cohesion markers in some abstracts. The result is that the abstracts received additional cohesive markers become more varied with the diversity of cohesive markers diverse and the abstracts become easier to be read. Some abstracts already use the cohesion markers appropriately. This is proved by a test on some of the data where I tried to replace or add other elements of cohesion markers into the texts. The result is that the texts become ineffective to be read or even the sentences become incomplete. Here, I conclude that the abstracts are more interesting to be read without additional cohesion markers added by me. It means that the cohesion markers have been used appropriately.

From the result above, I conclude that some English Department students have been able to write cohesive and coherent abstracts. Although some of the abstract did not contain explicit cohesive markers, the abstracts can still be

categorized as coherent texts. So, it can be concluded that coherence in a text can be built not only by explicit cohesive markers, but also by implicit cohesive markers or the context of the texts.

I realize that this thesis still has many shortcomings. There are still many gaps that may be missing and may not be analyzed. This study is about cohesion and I only analyze the role of cohesion markers in constructing coherence in a text. Therefore, in the next study, other researchers can use the data in this research again. In this research, I used too much data and it made me did not focus in analyzing the data. In the future, other researchers could examine the gaps missed by the writers so that this research in the field of cohesion can be better and more accurately.

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APPENDIXES

DATA 1

ABORSI SEBAGAI UPAYA TOKOH KEELY KELUAR DARI JERAT PATRIARKI DALAM DRAMA KEELY AND DU KARYA JANE MARTIN

No	Sentence	Word	Type of Cohesion Marker
1.	Patriarchal ideology creates gaps between man and woman and makes a woman in a subordinate position.		
2.	Man is being and woman is the other.	- Man and woman	- Repetition of 1
3.	Jane Martin's Keely and Du is one of the dramas in playing many rules of patriarchy and can be seen in real life.	- Patriarchy	- Repetition of 1
4.	The choice of this literary work is based on the breakthroughs of Keely as the main character in the patriarchy circumstances.	- This literary work - Patriarchy	- Reference of 1 - Repetition of 1 and 3
5.	The questions are how the patriarchy ideology creates a problem to the main character and how the effort of the main character solves the problem.	- Patriarchy - Main character	- Repetition of 1, 3, and 4 - Reference of 4
6.	This research aims to explain patriarchy concept in Keely and Du and Keely's efforts in patriarchy circumstances.	- Patriarchy - Keely and Du	- Repetition of 1, 3, 4, and 5 - Repetition of 3
7.	The writer uses method of library research to find some data or information related to the analysis.	- Research and method	- Collocation of 6
8.	The writer also uses feminism approach dealing with concept of patriarchy and feminism.	- The writer - Feminism vs. patriarchy - Patriarchy	- Repetition of 7 - Collocation of 6 - Repetition of 1, 3, 4, 5, and 6
9.	Woman's body is the primary object of man's oppressions.	- Woman's body vs. Feminism	- Collocation of 6

10.	By analyzing Keely and Du, understanding of patriarchy concept dealing with Keely's efforts to get out of the patriarchy can be achieved.	- Patriarchy - Keely's effort	- Repetition of 1, 3, 4, 5, 6, and 8 - Repetition of 6
11.	Jane Martin's Keely and Du describes the differences between the effort of the independent woman who is trapped in the patriarchal ideology and the woman who follows the ideology.	- Jane Martin - The effort – Keely's effort - Ideology – the patriarchal ideology	- Repetition of 3 - Reference of 6 and 10 - Reference
12.	The Operation Retrieval (group of like-minded Christian motivated by a belief in the sanctity of life and the rights of unborn children (Martin, 17)) arrested Keely when she walked to abortion clinic.	- Keely	- Repetition of 4
13.	She was raped and violence by her exhusband.	- She and her	- Reference of Keely
14.	As long as Keely was arrested, she was taken care by Du.	- As long as - Keely was arrested - She	- Conjunction (12 and 14) - Repetition of 12 - Reference of Keely
15.	Du as a member of Operation Retrieval.	- Operation retrieval	- Repetition of 12
16.	Based on that sentence it can be inferred that Keely is as the independent woman and Du as the woman who follows the ideology of patriarchal.	- That sentence - Keely, Du - The independent woman - The ideology of patriarchal	- Reference - Repetition - Reference of Keely - Repetition of 11

DATA 2

KEPRIBADIAN DOMINAN PADA TOKOH FRANK HOPKINS DALAM SKRIP FILM *HIDALGO* KARYA JOHN FUSCO

No.	Sentence	Word	Type of Cohesion Marker
1.	Carl Gustav Jung says that people have different personality types.		
2.	He classifies the personality type into eight classes.	- He - Personality type	- Reference of 1 - Repetition of 1
3.	They are extravert-sensing, introvert-sensing, extravert-intuiting, introvert-intuiting, extravert-thinking, introvert-thinking, extravert-feeling, and introvert-feeling.	- They	- Reference of 2
4.	Jung differentiates these types based on someone's attitude and function of personality.	- Jung - These - Personality	- Repetition of 1 - Reference of 3 - Repetition of 1 and 2
5.	He says that the attitude and function worked on different level.	- He	- Reference of 1
6.	This thesis deals with the attitude and function of Frank Hopkins' personality which is written by John Fusco in <i>Hidalgo</i> movie script.	- Attitude and function - Personality	- Repetition of 5 - Repetition of 1, 2 and 4
7.	The aims of this thesis are to analyze Frank Hopkins' attitude and function personality in his daily life based on <i>Hidalgo</i> movie script and to classify his personality type.	- This thesis - Frank Hopkins - Attitude and function - His - Personality type	- Repetition of 6 - Repetition of 1 and 4 - Repetition of 5 and 6 - Reference of 1 - Repetition of 1, 2, 4, and 6
8.	In writing this thesis, the writer used two methods: exponential and analytical psychology methods.	- This thesis - Method, exponential, and analytical	- Repetition of 6 and 7 - Collocation
9.	Exponential approach was applied to analyze theme, character, and setting.	- Exponential - Approach and method	- Repetition of 8 - Synonym of 8
10.	Meanwhile, analytical psychology approach of Carl Gustav Jung was	- Meanwhile - Analytical	- Conjunction of 9 - Repetition of 8

	used to analyze Frank Hopkins' attitude and function personality.	psychology - Approach and method - Carl Gustav Jung - Analyze - Frank Hopkins - Attitude and funtion	- Synonym of 8 - Repetition of 1 and 4 - Repetition of 9 - Repetition of 6 and 7 - Repetition of 5, 6, and 7
11.	The result of this thesis shows that Frank Hopkins belongs to extravertthinking type.	- This thesis - Frank Hopkins	- Repetition of 6, 7, and 8 - Repetition of 6, 7, and 10
12.	A man who takes care of his environment.		
13.	He always uses his brain analysis to look for the truth.	- He - His	- Reference of 12 - Reference of 12

DATA 3

**ANTI RASISME PADA TOKOH ERIN GRUWELL
DALAM FILM *FREEDOM WRITERS* KARYA RICHARD
LAGRAVENESE**

No	Sentence	Word	Type of Cohesion Marker
1.	In California, racism is a common issue.		
2.	Unequal behavior in many fields of life makes people decide to be anti racist.	- Racist	- Repetition of 1
3.	This thesis tells about an anti-racist teacher named Erin Gruwell in Long Beach, California as showed in “Freedom Writers” film directed by Richard LaGravenese.	- Anti racist - California	- Repetition of 2 - Repetition of 1
4.	The purpose of this thesis are to know Erin Gruwell’s anti racism, analyze Erin’s life and environment which make her become an anti-racist person, and understand the effect of her anti-racist through pictures and dialogs in “Freedom Writers” film.	- This thesis - Erin Gruwell - Anti racism - Freedom Writers	- Repetition of 3 - Repetition of 3 - Repetition of 3 - Repetition of 3
5.	In writing this thesis, the writer employs library research, that is done by reading books, articles, or any written and visual documents related to the topics.	- This thesis	- Repetition of 3 and 4
6.	While in answering the questions the writer uses exponential approach for analyzing intrinsic aspects.	- While - The writer - Research and approach	- Conjunction of 5 - Repetition of 5 - Collocation of 5
7.	Social psychology and sociology approaches are also used to analyze Erin’s anti racism.	- Approaches - Analyze - Erin - Anti racism	- Repetition of 6 - Repetition of 6 - Repetition of 3 and 4 - Repetition of 3 and 4
8.	The result shows that Erin’s anti racism can be seen from conflicts happened to her.	- Erin - Anti racism	- Repetition of 3, 4, and 7 - Repetition of 3, 4, and 7
9.	Besides, there are other factors that	- Besides	- Conjunction of 8

	make her as an anti-racist such as her identification process, outside social interaction, selectivity, motive, social nature, and relationship with her social environment.	- Her - Anti racist	- Reference of 8 - Repetition of 3, 4, 7, and 8
10.	At the end, the effect of Erin's anti racism appears.	- At the end - Erin - Anti racism	- Conjunction of 9 - Repetition of 3, 4, 7, and 8 - Repetition of 3, 4, 7, 8, and 9
11.	It shows that Erin's students in 203 classroom change their behavior to be anti-racist.	- Erin - Their - Anti racist	- Repetition of 3, 4, 7, 8, and 10 - Reference of Erin's students - Repetition of 3, 4, 7, 8, 9, and 10

DATA 4

**FAKTOR-FAKTOR SOSIAL YANG DIHADAPI IMIGRAN ILEGAL
DALAM
USAHA MENJADI WARGA NEGARA AMERIKA
PADA SCRIPT FILM CROSSING OVER
KARYA WAYNE KRAMER**

No.	Sentence	Word	Type of Cohesion Marker
1.	Film as one of literary works, can serve as a means that is used by society, especially writers, to express their idea.	- Their	- Repetition of society
2.	The idea expressed in a film is often in form of symbol, character, theme, which represent the life style, idealism, and ideology or sociology of society.	- Film - Society	- Repetition of 1 - Repetition of 1
3.	The thesis entitled “Faktor-Faktor Sosial Yang Dihadapi Imigran Ilegal Dalam Usaha Menjadi Warga Negara Amerika Pada Script Film Crossing Over Karya Wayne Kramer”.		
4.	This thesis tells the social problems from which illegal immigrants suffer and their struggle to obtain a green card as American citizenship.	- This thesis - Illegal immigrant - Their - American citizenship	- Repetition of 3 - Repetition of 3 - Reference of illegal immigrants - Repetition of 3
5.	The writer uses library research and literary sociology approach.		
6.	Library research is used to collect data and others information from books, internet, and other sources to support the analysis.	- Library research	- Repetition of 5
7.	The literary sociology approach is applied to analyze the social phenomenon of the script Crossing Over film.	- Literary sociology approach - Analyze - Crossing Over	- Repetition of 5 - Repetition of 6 - Repetition of 3
8.	The concept of this approach makes the writer easier to look	- This - Approach	- Reference of 7 - Repetition of 5

	<p>at social problems of illegal immigrants in this thesis.</p>	<ul style="list-style-type: none"> - The writer - Social problem - Illegal immigrant - This thesis 	<p>and 7</p> <ul style="list-style-type: none"> - Repetition of 5 - Repetition of 4 - Repetition of 3 and 4 - Repetition of 3 and 4
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DATA 5**KONFLIK BATIN YANG DIALAMI TOKOH UTAMA CHRIS TAYLOR
DALAM FILM *PLATOON***

No.	Sentence	Word	Type of Cohesion Marker
1.	Wars are destructive actions.		
2.	One of the damages produced by wars is unbalanced mental.	- Destructive and damage - Wars	- Collocation of 1 - Repetition of 1
3.	Oliver Stone as the director of platoon and as a combat action in Vietnam War intended to bring unbalanced mental to its audience.	- Action - War - Unbalanced mental - Its	- Repetition of 1 - Repetition of 1 and 2 - Repetition of 2 - Reference of Platoon
4.	Platoon is an anti-war movie that brings us how horrible, insane and painful wars are through its characters, including Chris Taylor as the main character.	- Platoon - Wars - Its	- Repetition of 3 - Repetition of 1, 2, and 3 - Reference of Platoon
5.	This film explains us to understand more of the effects of wars on their combatants and describes stress or mental conflicts that force the main character.	- This film - Us - Wars - Main character	- Reference of 4 - Repetition of 4 - Repetition of 1, 2, 3, and 4 - Repetition of 4
6.	To analyze this film, the writer uses an exponential approach.	- This film	- Repetition of 5
7.	The exponential approach used is an approach to a character, studying the main character in the film.	- Exponential approach - Main character	- Repetition of 6 - Repetition of 4 and 5
8.	The next approach is literary psychology that uses Sigmund Freud's personality theory.	- Approach	- Repetition of 6 and 7
9.	From his theory we can be examine the psychological condition that flare up with mind depression during war.	- His - Theory - War	- Reference of 8 - Repetition of 8 - Repetition of 1, 2, 3, 4 and 5
10.	The writer uses the Sigmund Freud's personality theory to study	- Sigmund Freud - Personality	- Repetition of 8 - Repetition of 8

	the process and the result of somebody's emotion pressure.	theory	
11.	Working through the analysis, the writer concludes the conclusion that human emotion which is pressured by the condition of life or die and unclear mission can make the disruption through the mind and can make a new certain attitude that make a new personality.	<ul style="list-style-type: none"> - Analysis - The writer - Human emotion 	<ul style="list-style-type: none"> - Repetition of 6 - Repetition of 10 - Synonym of 10
12.	The new personality of a main character Taylor in this film affects the conflict of <i>id</i> , <i>ego</i> , and <i>super ego</i> .	<ul style="list-style-type: none"> - New personality - Taylor 	<ul style="list-style-type: none"> - Repetition of 11 - Repetition of 4

DATA 6

MOTIVASI IMIGRAN IRLANDIA KE OKLAHOMA: ANALISIS TOKOH JOSEPH DONELLY DAN SHANNON CHRISTIE DALAM FILM FAR AND AWAY

No.	Sentence	Words	Type of Cohesion Marker
1.	This thesis deals with the motivation of the main Character named Joseph Donelly and Shannon Christie to Oklahoma as described in Ron Howard's movie Far and Away.		
2.	The aims of this thesis are to explain the motivation of the main characters, Joseph Donelly and Shannon Christie to move to Oklahoma, and to explain the motivation impact of Joseph Donelly and Shannon Christie in the movie Far and Away, written by Ron Howard.	<ul style="list-style-type: none">- This thesis- Motivation of the main characters- Joseph Donelly and Shannon Christie- Far and Away- Ron Howard	<ul style="list-style-type: none">- Repetition of 1- Repetition of 1- Repetition of 1- Repetition of 1- Repetition of 1
3.	Inwriting this thesis, the writer used two methods: exponential and psychological methods.	<ul style="list-style-type: none">- This thesis- Thesis and methods	<ul style="list-style-type: none">- Repetition of 1 and 2- Collocation of 1
4.	Theexponential approach was applied to analyze the intrinsic aspects that consist of narrative andcinematography aspects.	<ul style="list-style-type: none">- Exponential approach	<ul style="list-style-type: none">- Repetition of 3
5.	The narrative aspect consists of character, setting, and theme.	<ul style="list-style-type: none">- Narrative aspect	<ul style="list-style-type: none">- Repetition of 4
6.	Thecinematography aspect consists of types of shot, camera angle, and dialogue.	<ul style="list-style-type: none">- Cinematography aspect	<ul style="list-style-type: none">- Repetition of 4
7.	Meanwhile, thepsychological	<ul style="list-style-type: none">- Meanwhile	<ul style="list-style-type: none">- Conjunction of 4

	<p>approach was used to analyze the psychological elements concerning the motivation of the characters to Oklahoma.</p>	<ul style="list-style-type: none"> - Psychological approach - Method and approach - Analyze - Motivation - Oklahoma 	<ul style="list-style-type: none"> - Repetition of 3 - Synonym of 3 - Repetition of 4 - Repetition of 1 and 2 - Repetition of 1 and 2
8.	<p>The result of this thesis shows that the motivation of main characters is to get freedom, better life, and happiness in Oklahoma.</p>	<ul style="list-style-type: none"> - This thesis - Motivation of main characters - Oklahoma 	<ul style="list-style-type: none"> - Repetition of 1, 2, and 3 - Repetition of 1 and 2 - Repetition of 1, 2, and 7

DATA 7

OBSESSIVE-COMPULSIVE DISORDER TOKOH HOWARD HUGHES DALAM FILM THE AVIATOR

No.	Sentence	Word	Type of Cohesion Marker
1.	The Aviator is a kind of biographical drama movie which was released in 2004 and directed by Martin Scorsese.		
2.	This movie was nominated for 11 Academy Awards, winning five.	- This movie	- Reference of 1
3.	The Aviator is tells about Howard Hughes life from the late 1920s to 1942.	- The Aviator	- Repetition of 1
4.	Howard Hughes was a phenomenally successful businessman, aviator, movie producer, movie director, and one of the wealthiest people in the world.	- Howard Hughes - Aviator - Movie	- Repetition of 3 - Repetition of 1 and 3 - Repetition of 1 and 2
5.	Beside his succeed, he had an eccentric behavior because of his Obsessive-Compulsive Disorder.	- Beside - His - he	- Conjunction of 4 - Reference of 4
6.	He had an obsessional fear of germs and compulsively tried to protect himself from them.	- He - Himself - Them - Obsessional – Compulsively	- Reference of 4 - Reference of 4 - Reference of germs - Repetition of 5
7.	This thesis will analyzes Howard Hughes as the main character of film.	- Howard Hughes	- Repetition of 3 and 4
8.	The writer interested with Hughes's life and also his eccentric behavior that caused by Obsessive-Compulsive Disorder.	- Hughes - His - Eccentric behavior - Obsessive-Compulsive Disorder	- Repetition of 3, 4, and 7 - Reference of 7 - Repetition of 5 - Repetition of 5
9.	The aim of this thesis are to analyzes all about Hughes's	- This thesis - Analyzes	- Repetition of 7 - Repetition of 7

	OCD, starting from the symptoms, the causes, and the treatments.	- Hughes	- Repetition of 3, 4, 7 and 8
10.	To reach the aim, the writer uses library research method to get some information and knowledge that support the topic of her study.	- The aim - The writer	- Repetition of 9 - Repetition of 8
11.	Besides, the writer also applies two approach methods.	- Besides - The writer - Methods	- Conjunction of 10 - Repetition of 8 and 10 - Repetition of 10
12.	Firstly, the writer uses an exponential approach.	- Firstly - The writer	- Conjunction of 11 - Repetition of 8, 10, and 11
13.	The exponential approach is uses to understand the theme, characters, plot, and settings.	- Exponential approach	- Repetition of 12
14.	Secondly, the writer uses a psychological approach about OCD.	- The writer	- Repetition 8, 10, 11, and 12
15.	Meanwhile, the writer also analyzes the intrinsic and extrinsic aspect of the movie.	- Meanwhile - The writer - Analyze - Movie	- Conjunction of 14 - Repetition of 8, 10, 11, 12, and 14 - Repetition of 7 and 9 - Repetition of 2
16.	The intrinsic aspect consists of narratology and cinematography.	- Intrinsic aspect	- Repetition of 15
17.	The writer uses the theory of A.J Greimas to analyzes the character and the plot.	- The writer - Analyze - Character and plot	- Repetition of 8, 10, 11, 12, 14, and 15 - Repetition of 7, 9, and 15 - Repetition of 13
18.	To analyzes the extrinsic aspect, the writer uses the theory of Obsessive-Compulsive Disorder.	- Analyze - Extrinsic aspect - The writer - Obsessive-Compulsive Disorder	- Repetition of 7, 9, 15, and 17 - Repetition of 15 - Repetition of 8, 10, 11, 12, 14, 15, and 17 - Repetition of 5 and 8
19.	From the analyzes, the writer	- Analyze	- Repetition of 7, 9,

	conclude that Hughes include into thingker ritualizes and washer & cleaner category.	<ul style="list-style-type: none"> - The writer - Hughes 	<ul style="list-style-type: none"> - 15, 17, and 18 - Repetition of 8, 10, 11, 12, 14, 15, 17, and 18 - Repetition of 3, 4, 7, 8, and 9
20.	Based on Freud theory, he was kind of the anal psychosexual stage because he tend toward excessive cleanliness.	<ul style="list-style-type: none"> - He 	<ul style="list-style-type: none"> - Reference of 19
21.	Then based on Maher, his OCD was caused by the memories of his past life with his mother.	<ul style="list-style-type: none"> - His 	<ul style="list-style-type: none"> - Reference of 19

DATA 8

**PERLAWANAN TERHADAP NILAI-NILAI PATRIARKI DALAM
NOVEL
THE PRINCESS DIARIES KARYA MEG CABOT**

No.	Sentence	Word	Type of Cohesion Marker
1.	In this thesis, the writer focused her analysis on resistance against patriarchal values in Meg Cabot's The Princess Diaries.		
2.	The purposes of this study are to show that the influence of patriarchy is still firmly entrenched in society, especially in female adolescents' environment in United States, and also to show its influence in the life and character formation of youth in general.	- This study - Patriarchy	- Synonym of 1 - Repetition of 1
3.	In addition, the writer also wanted to show the other forms of resistance that can be done to fight patriarchy.	- In addition - The writer - Resistance - Patriarchy	- Conjunction of 2 - Repetition of 1 - Repetition of 1 - Repetition of 1 and 2
4.	In the end, the writer wanted to emphasize the importance of confidence and self respect so that every woman can realize that she can be a "princess" in her own way and version and has the right to determine the direction of her own life.	- In the end - The writer - Her	- Conjunction of 3 - Repetition of 1 and 3 - Reference of every woman
5.	In conducting analysis, the writer used method of library research (library research).	- The writer - Research, analysis, and method	- Repetition of 1, 3, and 4 - Collocation
6.	The approach that the writer used is feminism approach.	- Approach - The writer - Feminism	- Synonym of 5 - Repetition of 1, 3, 4, and 5 - Collocation of 2
7.	Intrinsic aspects that are	- Analysis	- Repetition of 5

	discussed in analysis are intrinsic elements in the novel that include settings, characters, plot, and conflict; while the aspect of feminism that is discussed is the resistance against patriarchal values.	- Feminism - Resistance - Patriarchal	- Collocation of 2 - Repetition of 1 - Repetition of 1, 2, and 3
8.	Based on the analysis, the writer found that the values of patriarchy have already been firmly entrenched.	- Analysis - The writer - Patriarchy - Firmly entrenched	- Repetition of 5 and 7 - Repetition of 1, 3, 4, 5 and 6 - Repetition of 1, 2, 3, and 7 - Repetition of 2
9.	The influence of patriarchy is not only found in certain societies.	- Patriarchy	- Repetition of 1, 2, 3, 7 and 8
10.	It has been thoroughly entrenched, even among today's generation, especially female adolescents.	- Entrenched	- Repetition of 2 and 8
11.	In addition, the writer also successfully found forms of resistance against patriarchal values that is executed by protagonist.	- In addition - The writer - Resistance - Patriarchal	- Conjunction of 10 - Repetition of 1, 3, 4, 5, 6 and 8 - Repetition of 1 and 2 - Repetition of 1, 2, 3, 7, 8 and 9
12.	Resistance of the protagonist in the novel itself is done in stages because the protagonist (Mia Thermopolis) initially was not aware of her existence.	- Resistance - Protagonist	- Repetition of 1, 2 and 11 - Repetition of 11
13.	After her existential awareness has been fully reached, Mia dared to fight frontally.	- After - Her - Mia	- Conjunction of 12 - Reference of 12 - Repetition of 12

DATA 9

PERUBAHAN STRATEGI KESANTUNAN DALAM BAHASA INGGRIS DAN BAHASA INDONESIA PADA TUTURAN TOKOH CERPEN ‘ARWAH KUPU-KUPU’ DAN TERJEMAHANNYA

No.	Sentence	Word	Type of Cohesion Marker
1.	Politeness on propositions can be valued by identifying their Face Threatening Acts.		
2.	Propositions on the text of bilingual short story which is titled ‘Arwah Kupu-kupu’ have two types.	- Propositions	- Repetition of 1
3.	There are propositions in source language (Indonesian) and in translation language (English).	- Propositions	- Repetition of 1 and 2
4.	The Face Threatening Acts in source language’s propositions can be different to The Face Threatening Acts in translation language’s, because in translation process there will be some shifts.	- Face Threatening Acts - Propositions - Language - Translation	- Repetition of 1 - Repetition of 1, 2, and 3 - Repetition of 3 - Repetition of 3
5.	So, the writer tried to know whether any changes or shifts would be found between The Face Threatening Acts in source language and The Face Threatening Acts in translation language from the data.	- So - Shifts - Face Threatening Acts - Language - Translation	- Conjunction of 4 - Repetition of 4 - Repetition of 1 and 4 - Repetition of 3 and 4 - Repetition of 3 and 4
6.	Purposes of the study are first the writer will identify the types of face threatening acts on each proposition from both of the source language data and the translation language data.	- The writer - Face Threatening Acts - Proposition - Language - Translation language	- Repetition of 5 - Repetition of 1, 4 and 5 - Repetition of 1, 2, 3 and 4 - Repetition of 3, 4, and 5 - Repetition of 5
7.	Then, she will compare both of	- Then	- Conjunction of 6

	Face Threatening Acts and observe whether there are any changes or shifts or not in them.	<ul style="list-style-type: none"> - She - Face Threatening Acts - Changes - Shifts 	<ul style="list-style-type: none"> - Reference of 6 - Repetition of 1, 4, 5 and 6 - Repetition of 5 - Repetition of 4 and 5
8.	The study only focused on Face Threatening Acts study and has a few discussions on translation's shift.	<ul style="list-style-type: none"> - The study - Face Threatening Acts - Translation - Shift 	<ul style="list-style-type: none"> - Repetition of 6 - Repetition of 1, 4, 5, 6 and 7 - Repetition of 3, 4, and 5 - Repetition of 4, 5, and 7
9.	The study is qualitative descriptive study.	<ul style="list-style-type: none"> - The study 	<ul style="list-style-type: none"> - Repetition of 6 and 8
10.	Data were gotten by using documentation method, free participatory observation technique and writing technique.	<ul style="list-style-type: none"> - Study and data - Study and technique - Data 	<ul style="list-style-type: none"> - Collocation of 9 - Collocation of 9 - Repetition of 6
11.	Ninety six propositions (48 source language data and 48 translation language data) were collected by purposive sampling technique and become sample of this study. Ninety six propositions (48 sourcelanguage data and 48 translation language data) were collected by purposive sampling technique and become sample of this study.	<ul style="list-style-type: none"> - Propositions - Source language - Translation language - This study 	<ul style="list-style-type: none"> - Repetition of 1, 2, 3, 4 and 6 - Repetition of 6 - Repetition of 5 and 6 - Repetition of 6, 8, and 9
12.	From the result, utterances number 8, 14, 20, 31, 33, 46 dan 48 had changes on face threatening acts strategies between source language and translation language.	<ul style="list-style-type: none"> - Face Threatening Acts - Source language - Translation language 	<ul style="list-style-type: none"> - Repetition of 1, 4, 5, 6, 7 and 8 - Repetition of 6 and 11 - Repetition of 5,6, and 1
13.	There are: bald on record became positive politeness substrategy 4, off record substrategy 2 became positive politeness substrategy 4, off record substrategy 10 became		

	positive politeness substrategy 13, off record substrategy 10 became positive politeness substrategy 4, positive politeness substrategy 13 became positive politeness substrategy 12, off record substrategy 15 became bald on record, off record substrategy 12 became off record substrategy 10.		
14.	These changes are caused by the translation shift.	- These - Translation shift	- Reference of 13 - Repetition of 8

DATA 10

**SEMANTIC CHANGE AND MEANING SHIFT ANALYSIS ON
FILM MAKING TERMS**

No.	Sentence	Word	Type of Cohesion Marker
1.	Meaning change refers to the changes of word meaning that replace the original meaning.		
2.	In film making terms, many meaning change has occurred that makes the meaning of word may become broader, narrower, positive or negative.	- Meaning change - Meaning of word	- Repetition of 1 - Repetition of 1
3.	This research is aimed to identify the meaning change of words used in film making terms and factors facilitating its meaning change.	- Meaning change - Film making terms	- Repetition of 1 and 2 - Repetition of 2
4.	In addition, the researcher also differentiates the conceptual meaning and the new meaning of words in film making terms.	- In addition - Film making terms	- Conjunction of 3 - Repetition of 2 and 3
5.	In this research, the researcher applies descriptive qualitative method from Isaac and Michael (1971:42), in order to explain the result of the research.	- This research - The researcher - Method and research	- Repetition of 3 - Repetition of 4 - Collocation of 3
6.	The componential meaning analysis from Palmer (1981:111) is used to figure out the characteristic of word.	- Meaning	- Repetition of 4
7.	The data of the analysis are all words of the film making terms obtained from Kamus Istilah Film Populer by Nisrina Lubis (2009).	- Analysis - Data and analysis - Film making terms	- Repetition of 6 - Collocation - Repetition of 2, 3, and 4
8.	In collecting data, the researcher uses documentation method from Arikunto (1983:18), because the data are taken from printed media.	- Data - The researcher - Method	- Repetition of 7 - Repetition of 4 and 5 - Repetition of 5
9.	The method of collecting	- Method	- Repetition of 8

	data was continued by applying a note taking technique from Sudaryanto to classify the data.	- Collecting data	- Repetition of 8
10.	In addition, the purposive sampling is used because the samples taken randomly from the population according to particular criteria based on purpose of the research.	- In addition - Because - The research	- Conjunction of 9 - Conjunction - Repetition of 3 and 5
11.	The result shows four types of meaning change occurred in film making terms, that are, generalization, specialization, pejoration, and amelioration.	- Meaning change - Film making terms	- Repetition of 1, 2, and 3 - Repetition of 2, 3, 4, and 7
12.	The researcher concludes that generalization and specialization are the common types of meaning change because the majority of word in film making terms have neutral sense and do not includes as a methapor, so words do undergo two types of meaning.	- The researcher - Generalization and specialization - Meaning change - Film making terms	- Repetition of 4, 5, and 8 - Repetition of 11 - Repetition of 1, 2, 3, and 11 - Repetition of 2, 3, 4, 7 and 11
13.	In addition, the discussion on the factors facilitating the meaning change shows that there are five factors that generates the meaning change, they are scientific words, needs new meaning, taboo, vagueness in meaning, and loss of motivation because they represent all factors that is mentioned by Palmer'theory and Ulmann'theory.	- In addition - Meaning change - Palmer	- Conjunction of 12 - Repetition of 1, 2, 3, 11, and 12 - Repetition of 6

DATA 11

PERJALANAN PENCARIAN JATI DIRI TOKOH KIM DALAM NOVEL KIM KARYA RUDYARD KIPLING

No.	Sentence	Word	Type of Cohesion Marker
1.	This thesis entitle ‘Pencarian Jati Diri Tokoh Kim Dalam Novel <i>Kim</i> Karya Rudyard Kipling’ focuses on analyzing the identity of the main character.		
2.	The main character is an adolescent boy, in which he is seeking to find, or create, an identity for himself.	- Main character - He	- Repetition of 1 - Reference of 1
3.	Kim defines his identity during his adventures with Teshoo Lama.	- Kim	- Repetition of 1
4.	When the story opens the influences on him have been almost exclusively Indian.	- When - Him	- Conjunction of 3 - Reference of 3
5.	His identity papers prove the identity that he is seeking to build, but his life among white man gives traumatic experience which he resists with all his might.	- His – he	- Reference of 3
6.	He realises that his blood is a sahib, but at the end of the story he decides to be an Indian.	- He - his - The story - Indian	- Reference of 3 - Repetition of 4 - Repetition of 4
7.	The writer used library research method to collect various data, especially about which this thesis related to.	- This thesis - Thesis and data	- Repetition of 1 - Collocation
8.	The writer used structural approach to analyze setting, character, and conflict.	- The writer - Approach - Analyze - Character	- Repetition of 7 - Synonym of 7 - Repetition of 1 - Repetition of 1 and 2
9.	Further more, the Psychological approach that the writer used, was to analyze the searching of Kim’s identity, as the main character.	- Further more - Approach - The writer - Analyze - Kim - Main character	- Conjunction of 8 - Repetition of 8 - Repetition of 7 and 8 - Repetition of 1 and 3

			<ul style="list-style-type: none"> - Repetition of 1 and 8 - Repetition of 1 and 2
10.	The result of analysis shows that Kim's genital puberty in adolescent phase makes him asking his identity.	<ul style="list-style-type: none"> - Analysis - Kim - Adolescent Him 	<ul style="list-style-type: none"> - Repetition of 1, 8 and 9 - Repetition of 1, 3, and 9 - Repetition of 2 - Reference of Kim
11.	In this phase, he faces many conflicts, whether internal or external conflict.	<ul style="list-style-type: none"> - He - Conflicts 	<ul style="list-style-type: none"> - Reference of 10 - Repetition of 8
12.	The internal conflicts are caused by two separated sides in his mind, India and English.	<ul style="list-style-type: none"> - Internal conflicts - His 	<ul style="list-style-type: none"> - Repetition of 11 - Reference of 10
13.	Although he resists an English status on him, he has been influenced by English character and becomes a mixture of India and English.	<ul style="list-style-type: none"> - Although - He - Influenced - Character - India and English 	<ul style="list-style-type: none"> - Conjunction of 1 - Reference of 10 - Repetition of 4 - Repetition of 1, 2, and 8 - Repetition of 12

DATA 12

THE SEMANTIC ANALYSIS OF 'SMELL' TERMS IN JAVANESE

No.	Sentence	Word	Type of Cohesion Marker
1.	Semantic field of a word varies in every language since it is influenced by the culture where people originally come from.		
2.	Javanese people have various terms in expressing smell.	- Language and Javanese	- Collocation of 1
3.	They differentiate each term based on what the object that causes smell is.	- They - Term - Smell	- Reference of 2 - Repetition of 2 - Repetition of 2
4.	This research is aimed at describing the semantic analysis of smell terms in Javanese.	- Smell - Term - Javanese	- Repetition of 2 and 3 - Repetition of 2 and 3 - Repetition of 2
5.	By using Lyon's theory that is supported by the other linguists, this research shows semantic field of smell terms in Javanese and their definitions.	- Smell terms - Javanese	- Repetition of 4 - Repetition of 2 and 4
6.	In addition, componential meaning analysis (Nida, 1975) is used to know the differences of each term and find the meaning relations of it.	- In addition - Term	- Conjunction of 5 - Repetition of 2, 3, and 4
7.	This research uses a descriptive qualitative method (Moleong, 2007) as it describes smell terms in Javanese.	- This research - Smell terms - Javanese	- Repetition of 5 - Repetition of 4 and 5 - Repetition of 2, 4, and 5
8.	In collecting the data, the researcher uses documentation technique (Mardalis, 2003) because the data that is related to the research is taken from Kamus Lengkap Bahasa Jawa (Sudarmanto, 2008).	- Data and research - Technique and method	- Collocation of 7 - Collocation of 7
9.	Meanwhile, the researcher uses total / jenuh sampling (Sugiyono, 1999) to be able to	- Meanwhile - The researcher - Javanese	- Conjunction of 8 - Repetition of 8 - Repetition of 2, 4,

	show differences among each words of Javanese smell terms clearly.	- Smell term	- 5 and 7 - Repetition of 4, 5, and 7
10.	In analyzing the data, teknik perluas or expansion method (Sudaryanto, 1993) is used to see how the word is grammatical or not if it is expanded.	- Data	- Repetition of 8
11.	In addition, the researcher also uses substitution method (Sudaryanto, 1993) to see the substituted part is suitable with the data or not.	- In addition - The researcher	- Conjunction of 10 - Repetition of 8 and 9
12.	From the analysis, the researcher finds twenty-nine smell terms in Javanese that can be categorized into pleasant and unpleasant smell terms.	- Analysis - The researcher - Smell term - Javanese	- Repetition of 10 - Repetition of 8, 9, and 11 - Repetition of 4, 5, 7, and 9 - Repetition of 2, 4, 5, 7, and 9
13.	In general, the difference among those terms is on their collocation.	- In general - Those terms - Their	- Conjunction of 12 - Reference of 12 - Reference of 12
14.	Moreover, the researcher also finds the meaning relations, such as: hyponymy, synonymy, and antonymy.	- Moreover - The researcher	- Conjunction of 13 - Repetition of 8, 9, 11, and 12
15.	All smell terms can be grouped into five synonymy, one antonym, and two kinds of hypernymy and hyponymy.	- Smell terms	- Repetition of 4, 5, 7, and 9
16.	Synonymy is the meaning relation that is mostly appeared in Javanese smell terms.	- Synonymy - Meaning relation - Javanese - Smell terms	- Repetition of 15 - Repetition of 14 - Repetition of 2, 4, 5, 7, 9, and 12 - Repetition of 4, 5, 7, 9, and 15
17.	It is because some words almost have same semantic components, such as meaning, usage, collocation, etc.	- Because	- Conjunction of 16
18.	The difference things is usually in the Javanese speech level whether it is krama or ngoko level.	- Javanese	- Repetition of 2, 4, 5, 7, 9, 12, and 16

DATA 13

WAJAH GANDA TRANSFORMASI MANUSIA UNGGUL DALAM NOVELA "THE TRANSFORMATION" KARYA FRANZ KAFKA

No.	Sentence	Word	Type of Cohesion Marker
1.	This thesis focuses on analyzing the novella entitled "The Transformation" by Franz Kafka using eclectic approach.		
2.	From a philosophical reading with philosophy of Friedrich Nietzsche, the writer concludes that the characters treat working as a way to assert their existence.	- Character and novella - Their	- Collocation - Reference of the character
3.	In order to find the essence of their existence, the characters confronted with nihilism as the crucial problem to be solved by individual in the materialism society.	- Their - The characters	- Reference of 2 - Repetition of 2
4.	Process of the characters in overcoming nihilism elaborated in the existential transformation of its characters.	- The characters - Nihilism - Existential	- Repetition of 2 and 3 - Repetition of 3 - Repetition of 2
5.	Transformation that initially occurs in Gregor Samsa bring Grette, Herr Samsa and Frau Samsa transform into an Overman—a new human figure which has exceeded the previous man, he is the man who has overcome himself.	- Transformation	- Repetition of 4
6.	This new man found in the recent transformation of Grete, Herr Samsa and Samsa who have undergone their hard work for the brighter future.	- This new man - Transformation - Grete, Herr Samsa and Samsa	- Reference of 5 - Repetition of 4 and 5 - Repetition of 5
7.	The writer analyzes that the	- Overman	- Repetition of 5

	overman status given to Grete, Herr and Frau Samsa Samsa is ambiguous.	- Grete, Herr and Frau Samsa	- Repetition of 5 and 6
8.	This ambiguity stems from the transformation of Gregor Samsa who deliberately done to bring his family aware their existence.	- Ambiguity - Transformation - Gregor Samsa - His - Their - Existence	- Repetition of 7 - Repetition of 4, 5 and 6 - Repetition of 5 - Reference of Gregor Samsa - Reference of Samsa family - Repetition of and 4
9.	The writer uses Derridean deconstruction to reveal the ambiguity on Gregor's transformation.	- The writer - Ambiguity - Gregor - Transformation	- Repetition of 7 - Repetition of 7 and 8 - Repetition of 5 and 8 - Repetition of 4, 5, 6 and 8
10.	The deconstructive approach result a new overman derived from Gregor Samsa because he is the key figure in his family transformation.	- Deconstructive - Overman - Gregor Samsa - He - Transformation	- Repetition of 9 - Repetition of 5 and 7 - Repetition of 5, 8, and 9 - Reference of Gregor - Repetition of 4, 5, 6, 8, and 9
11.	From the revaluation of the overman the writer gained a number of new values, such as girl must be independent, women as productive worker, overman is originated from cross-gender and the rights of workers need to be appreciated.	- Overman - The writer	- Repetition of 5, 7 and 10 - Repetition of 7 and 9

DATA 14

**ANALISIS KOMPONEN MAKNA
PADA SLANG DALAM ALBUM SNOOP DOGG
“MALICE N WONDERLAND”**

No.	Sentence	Word	Type of Cohesion Marker
1.	Meaning always exists in every communication.		
2.	Through semantics, those meaning are studied.	- Meaning	- Repetition of 1
3.	One of media to communicate is song which generally conveys message and meanings.	- Communicate - Message and communication - Meaning	- Repetition of 1 - Collocation of 1 - Repetition of 1 and 2
4.	The Songs have special characteristic in their lyric.	- Songs - Their - Song and lyric	- Repetition of 3 - Reference of song - Collocation
5.	Each lyric is created to have a nuance.	- Lyric	- Repetition of 4
6.	Unlike the general English songs, the lyrics of Rap and hip hop music's mostly have their own way in expressing the lyric's meaning by slang words that look odd for common people.	- Songs - Lyrics - Meaning	- Repetition of 3 and 4 - Repetition of 4 and 5 - Repetition of 1 and 2
7.	The purposes of the study are to describe and classify the meaning of slang words recently by analysing one of major hip hop singer's album.	- Meaning - Slang words - Album and song	- Repetition of 1, 2 and 6 - Repetition of 6 - Super ordinate of 6
8.	The writer uses descriptive qualitative method in presenting the data.	- Data and study	- Collocation of 7
9.	In gaining the data, the writer uses non-participant observation by collecting all of slangs in the whole songs from the recently album.	- The data - The writer - Songs - Album	- Repetition of 8 - Repetition of 8 - Repetition of 3, 4 and 6 - Repetition of 7

10.	The writer uses componential analysis theory to analyze the data because it is used to identify the difference of meaning of the same words.	<ul style="list-style-type: none"> - The writer - Analysis - The data - Meaning 	<ul style="list-style-type: none"> - Repetition of 8 and 9 - Repetition of 7 - Repetition of 8 and 9 - Repetition of 1, 2, 6 and 7
11.	From the study, the writer concludes that mostly specialization and full change meaning categorizations of slang are found in the analysis.	<ul style="list-style-type: none"> - The study - The writer - Meaning - Slang - Analysis 	<ul style="list-style-type: none"> - Repetition of 7 - Repetition of 8, 9 and 10 - Repetition of 1, 2, 6, 7 and 10 - Repetition of 9 - Repetition of 7 and 10
12.	Besides, there are some variant slangs which explain terms of sex, drugs and its effect.	<ul style="list-style-type: none"> - Besides - Slangs 	<ul style="list-style-type: none"> - Conjunction of 11 - Repetition of 9 and 11
13.	The result of the study has shown the outline of slangs which Black-American usually use recently.	<ul style="list-style-type: none"> - The study - Result and study - Slangs 	<ul style="list-style-type: none"> - Repetition of 7 and 11 - Collocation - Repetition of 9, 11 and 12

DATA 15

ANALISIS NEUROSIS TOKOH JOHN WADE DALAM NOVEL “IN THE LAKE OF THE WOODS” KARYA TIM O'BRIEN

No.	Sentence	Word	Type of Cohesion Marker
1.	The novel “In The Lake of The Woods” written by Tim O'Brien tells about the story of John Wade, middle-aged man with miserable past.		
2.	John Wade's psychological condition which is influenced by his past is the object of this thesis.	- John Wade - His	- Repetition of 1 - Reference of 1
3.	The aim of this thesis is to analyze the psychological phenomenon called neurosis that happens to John Wade, the main character of this novel.	- This thesis - Psychological - John Wade - This novel	- Repetition of 2 - Repetition of 2 - Repetition of 1 and 2 - Reference of 1
4.	In this study, the writer applied a library research method.	- This study - Thesis – method	- Synonym of 3 - Collocation of 3
5.	The theory of Neurosis, as a part of psychoanalysis theory, is applied in this study.	- Neurosis - Psychoanalysis - This study	- Repetition of 3 - Repetition of 2 and 3 - Repetition of 4
6.	The result of the analysis shows that traumatic events could turn into neurosis, such as madness.	- Analysis - Neurosis - Madness	- Repetition of 3 - Repetition of 3 and 5 - Collocation of 5
7.	This is shown in the character of John Wade who cannot accept sad events happening to him, such as the death of his father, the murder of his friend at Vietnam War, and his lost at U.S. Senate election.	- John Wade - Him – his	- Repetition of 1, 2 and 3 - Reference of John Wade
8.	These sad and traumatic events had caused John Wade highly emotional, and become mad.	- Sad and traumatic events - John Wade - Mad	- Repetition of 6 and 7 - Repetition of 1, 2, 3 and 7 - Repetition of 6
9.	From the analysis, it can be concluded that someone's	- Analysis	- Repetition of 3 and 6

	behavior can be influenced by the events that he or she experienced.	- Influenced	- Repetition of 2
10.	In this case, the theory of Neurosis is applicable to explain this phenomenon.	- In this case - Neurosis - This phenomenon	- Conjunction of 9 - Repetition of 3, 5 and 6 - Reference of 9

DATA 16

**ANALISIS TRAUMA DAN DENDAM
HANNIBAL LECTER DALAM NOVEL
HANNIBAL RISING KARYA THOMAS HARRIS**

No.	Sentence	Word	Type of Cohesion Marker
1.	The aim of writing this final project entitled Analisis Trauma dan Dendam Hannibal Lecter dalam Novel Hannibal Rising karya Thomas Harris (Analysis of Trauma and Revenge of Hannibal Lecter on Hannibal Rising by Thomas Harris) is to show the change of the psychological side of an innocent boy named Hannibal Lecter who turns into a psycho killer.		
2.	On writing this final project, the writer uses a library research method.	- This final project - Project and method	- Repetition of 1 - Collocation of 1
3.	Library research is a research that is done in the writer's room or library where the researcher gets the data and information about the object of the research from books or any audio visual device.	- Library research - The writer - The researcher	- Repetition of 2 - Repetition of 2 - Synonym of 2
4.	The writer also uses intrinsic approach focusing on characters and conflict.	- The writer - approach	- Repetition of 2 and 3 - Synonym of 2
5.	The writer also uses psychological approach according to The Personality Theory of Psychoanalysis by Sigmund Freud.	- The writer - Approach	- Repetition of 2, 3 and 4 - Repetition of 4
6.	Working through the analysis, the result of the analysis shows that if an unstable natured person is pressured into a breaking point, it can change his personality and trigger a destructive behavior.	- The analysis	- Collocation of 2

DATA 17

**ANDREA SACH'S STRUGGLES AGAINST EXPLOITATION AND
ALIENATION IN
LAUREN WEISBERGER'S
THE DEVIL WEARS PRADA**

No.	Sentence	Word	Type of Cohesion Marker
1.	Considered as a portrait of life, literature often conveys social phenomena, such as those in Lauren Weisberger's <i>The Devil Wears Prada</i> , a novel that portrays subordinate's exploitation and alienation.		
2.	Therefore, the novel is interesting to analyze.	- Therefore - The novel - The novel	- Conjunction of 1 - Reference of 1 - Repetition of 1
3.	The objectives of this study are to analyze the intrinsic aspects of the novel, to describe that exploitation happens in the society of the novel, to analyze that the exploitation done by Miranda Priestly to Andrea Sach, her staff, causes alienation, and to show that subordinate represented by Andrea Sach can struggle against the exploitation and alienation.	- Analyze - The novel - Subordinate - Exploitation and alienation - Her	- Repetition of 2 - Repetition of 2 - Repetition of 1 - Repetition of 1 - Reference of Miranda Priestly
4.	The method used in the study is library research.	- Method and study - The study	- Collocation of 3 - Repetition of 3
5.	To analyze the social aspects of the novel, sociological approach is employed.	- Analyze - The novel	- Repetition of 2 and 3 - Repetition of 2 and 3
6.	The study reveals that exploitation happens in the society of the novel.	- The study - Exploitation - The novel	- Repetition of 3 and 4 - Repetition of 1 and 3 - Repetition of 1 and 2
7.	It is represented by the	- It	- Reference of 6

	relationship between Andrea Sach and Miranda Priestly, her superior.	- Her	- Reference of Andrea Sach
8.	There is an unbalanced power which leads Andrea Sach under pressure.	- Andrea Sach	- Repetition of 7
9.	The exploitation makes Andrea Sach alienated.	- Exploitation - Andrea Sach - Alienated	- Repetition of 1, 3 and 6 - Repetition of 7 and 8 - Repetition of 1 and 3
10.	Almost all of her time is to satisfy what her job requires.	- Her	- Reference of 9
11.	Because of her demanding job, she gets distanced from her boyfriend, her close friend, and even from her family.	- Because of - She and her	- Conjunction of 10 - Reference of 9
12.	Later, she realizes that she is exploited and alienated.	- Later - She - Exploited and alienated	- Conjunction of 11 - Reference of 9 - Repetition of 1 and 3
13.	She struggles to come out from the situations.	- She - Struggles - The situation	- Reference of 9 - Repetition of 3 - Reference of 12
14.	Her decision to come back home gets her fired.	- Her	- Reference to 9
15.	She has reckoned that her decision will draw her into a direct confrontation with Miranda.	- She - Her decision - Miranda	- Reference of 9 - Repetition of 14 - Repetition of 7
16.	However, it makes her free.	- However - It - Her	- Conjunction of 15 - Reference of 15 - Reference of 9
17.	She is no longer under pressure and has more time to fix her alienation up.	- She and her - Under pressure - Alienation	- Reference of 9 - Repetition of 8 - Repetition of 1, 3 and 12
18.	It can be concluded that even though exploitation and alienation cannot be rejected, people can fight against it.	- Even though - Exploitation and alienation	- Conjunction of 17 - Repetition of 1, 3 and 12

DATA 18

PENGARUH SOSIAL TERHADAP PERUBAHAN SIKAP TOKOH MELANIE CHARMICHAEL DALAM FILM SWEET HOME ALABAMA

No.	Sentence	Word	Type of Cohesion Marker
1.	In human life, human beings will not be separated from problems, any time strive to get through the problem, ranging from minor problems in life, to the tragedy that changed someone's life.		
2.	About Melanie Charmichael in this thesis is living in superioritas a tragedy happens and change life.	- Change life	- Repetition of 1
3.	The purpose of this thesis is to describe how the tragedy changed the attitude and character Melanie until she create a new identity and analyzing the psychological individual by bad attitude that happen in the changed of life.	- This thesis - Tragedy - Melanie - Changed of life	- Repetition of 2 - Repetition of 2 - Repetition of 2 - Repetition of 1 and 2
4.	In analyzing the psychological individual that happened to Melanie Charmichael, author tried to apply a Adler with using a library research methods, that is done reading books, articles, or any written an visual document that related to the topic.	- Analyzing - Psychological individual	- Repetition of 3 - Repetition of 3

DATA 19

**PERBEDAAN NORMA DAN NILAI YANG DIALAMI KELUARGA
MILLER MELALUI SUDUT PANDANG MASYARAKAT EROPA
DALAM
CERITA DAISY MILLER KARYA HENRY JAMES**

No.	Sentence	Word	Type of Cohesion Marker
1.	People who live in each place or country must have a culture.		
2.	Culture cannot be separated from society.	- Culture - Society	- Repetition of 1 - Synonym of 1
3.	Every country have its own culture.	- Country - Culture	- Repetition of 1 - Repetition of 1 and 2
4.	This thesis tells about the difference of value and norm that occurred in The Miller's as shown in Daisy Miller, a story written by Henry James.	- Value and norm	- Collocation
5.	The purpose of this thesis was to learn about the difference of value and norm that occurred based on the European's point of view in Daisy Miller.	- This thesis - Value and norm - Daisy Miller	- Repetition of 4 - Collocation and repetition of 4 - Repetition of 4
6.	In writing this thesis, the writer applied library research which was done by reading books, articles, or any written sources related to the topic.	- This thesis	- Repetition of 4 and 5
7.	Meanwhile, In answering the questions, the writer used structural approach to analyzed the intrinsic aspect.	- Meanwhile - The writer	- Conjunction of 6 - Repetition of 6
8.	Literary sociology was also used to analyzed the difference of value and norm using theory of culture.	- Value and norm - Culture	- Repetition of 4 and 5 - Repetition of 1, 2 and 3
9.	The result showed that there were differences in value and norm that occurred in The Miller's based on the European's point of	- Value and norm - The Miller - European's	- Repetition of 4, 5 and 8 - Repetition of 4 - Repetition of 5

	view.	point of view	
10.	Daisy Miller died in this story because of she broke the culture in Europe as the punishment.	<ul style="list-style-type: none"> - Daisy Miller - This story - She - Culture 	<ul style="list-style-type: none"> - Repetition of 4 and 5 - Reference of 4 - Reference of Daisy Miller - Repetition of 1, 2, 3 and 8
11.	The misjudgement end, soon after Daisy died and The Miller's went back to America.	<ul style="list-style-type: none"> - Daisy - The Miller 	<ul style="list-style-type: none"> - Repetition of 4, 5 and 10 - Repetition of 4 and 9

DATA 20

PERILAKU AGRESIF TOKOH GERTRUDE BANISZEWSKI DALAM FILM AN AMERICAN CRIME

No.	Sentence	Word	Type of Cohesion Marker
1.	Child abuse has always been a problem and thousand of kids become a victim of it.		
2.	Ironically, often the perpetrators are close family members, or even their own parents.	- Perpretators and victim - Their	- Collocation of 1 - Reference of 1
3.	An American Crime was released in May 10 of 2008, directed by Tommy O'Haver.		
4.	This drama film is based on a true story of child abuse by Gertrude Baniszewski to Sylvia.	- This drama film - Child abuse	- Reference of 3 - Repetition of 1
5.	The writer portraits Gertrude Baniszewski who has an aggressive behavior.	- Gertrude Baniszewski	- Repetition of 4
6.	Her psychological problems lead to this aggressive behavior which finally lands her, her kids and neighbor's kids in jail.	- Her - Aggressive behavior	- Reference of 5 - Repetition of 5
7.	The writer uses library research methods to collect information and knowledge supporting the topic.	- The writer	- Repetition of 5
8.	The writer also applies methods such as intrinsic and extrinsic aspect.	- The writer - Methods	- Repetition of 5 and 7 - Repetition of 7
9.	The intrinsic aspect analyses the naratology and cinematography.	- Intrinsic aspect	- Repetition of 8
10.	The extrinsic aspect analyses Gertrude's behavior, based on the theory of Sigmund Freud's.	- Extrinsic aspect - Analyses	- Repetition of 8 - Repetition of 9
11.	In analyzing this film the writer found that Gertrude Baniszewski's aggressive behavior is caused by her deteriorated physical condition, accompanied by tough	- Analyzing - This film - The writer - Gertrude	- Repetition of 9 and 10 - Reference of 3 - Repetition of 5, 7 and 8 - Repetition of 4

	economic conditions and psychological problems.	Baniszewski - Aggressive behavior - Her	and 5 - Repetition of 5 and 6 - Reference of Gertrude Baniszewski
12.	At the end, Gertrude is found guilty of first degree murder and after denying the charges, she blames her children.	- At the end - Gertrude - She – her	- Conjunction of 11 - Repetition of 4, 5 and 11 - Reference of Gertrude
13.	Working through the analysis, the writer shows that if an unstable natured person is pressured into a breaking point, it can change a personality quickly and trigger a destructive behavior.	- Analysis - The writer	- Repetition of 9, 10 and 11 - Repetition of 5, 7, 8 and 11
14.	Gertrude Baniszewski's aggressive behavior is a result of these circumstances, which caused her to be a cruel personality character in this movie.	- Gertrude Baniszewski - Aggressive behavior - Her - This movie	- Repetition of 4, 5, 11 and 12 - Repetition of 5, 6 and 11 - Reference of Gertrude - Reference of 3

DATA 21

**REPRESENTATION OF AN “ANGEL IN THE HOUSE” AND “FALLEN WOMAN”
IN ELIZABETH GASKELL’S RUTH**

No.	Sentence	Word	Type of Cohesion Marker
1.	Since a woman in Victorian England was expected to be a manager of household, there was a stereotype of Victorian woman called the “angel in the house”.		
2.	There was also another stereotype of Victorian woman called “fallen woman”.	- Another stereotype - Stereotype - Victorian woman	- Reference of 1 - Repetition of 1 - Repetition of 1
3.	As literature represents life, woman’s roles and stereotypes in Victorian are also reflected in Elizabeth Gaskell’s study are to describe the representation of angel in the house and fallen woman in this novel and to describe social perspective and how the fallen character struggle to face and overcome the social construction surrounding her.	- Woman’s roles, angel in the house and fallen woman - Angel in the house - Fallen woman - Her	- Collocation of 1 - Repetition of 1 - Repetition of 2 - Reference of 2
4.	The study employs library research and sociological approach to analyze Victorian woman’s roles and the stereotypes.	- Victorian woman’s roles - Stereotypes - Study – research – approach	- Repetition of 1 - Repetition of 1 and 2 - Collocation
5.	It analyzes the character, conflict and setting that brings the study to the analysis of Victorian woman’s roles in this novel.	- Victorian woman - This novel	- Repetition of 1 and 4 - Reference of 3
6.	From the analysis, it can be concluded that there are woman’s roles performed by female	- Analysis - Woman’s roles	- Repetition of 4 - Repetition of 1, 4 and 5

	characters in this novel that is “angel in the house” and “fallen woman”.	<ul style="list-style-type: none"> - This novel - Angel in the house - Fallen woman 	<ul style="list-style-type: none"> - Reference of 3 - Repetition of 1 and 3 - Repetition of 2 and 3
7.	Ruth, as the main character, performs both images.	<ul style="list-style-type: none"> - Main character and novel 	<ul style="list-style-type: none"> - Collocation of 6
8.	She performs “angel in the house” when she becomes a governess.	<ul style="list-style-type: none"> - She - Angel in the house 	<ul style="list-style-type: none"> - Reference of 7 - Repetition of 1, 3 and 6
9.	Beside that, she falls into fallen woman because of her naivete and her innocence.	<ul style="list-style-type: none"> - Beside that - She - Fallen woman 	<ul style="list-style-type: none"> - Conjunction of 8 - Reference of 7 - Repetition of 2, 3 and 6
10.	However, as fallen woman, she succeeds to struggle to get her position in society and becomes an honorable woman even though she has to die in the end of the novel.	<ul style="list-style-type: none"> - However - Fallen woman - She - The novel 	<ul style="list-style-type: none"> - Conjunction of 9 - Repetition of 2, 3, 6 and 9 - Reference of 7 - Reference of 3

DATA 22

**ASPEK LESBIANISME TOKOH CELIE PADA NOVEL “*THE COLOR
PURPLE*”
KARYA ALICE WALKER**

No.	Sentence	Word	Type of Cohesion Marker
1.	Lesbianism is a strong relationship among woman emotionally and sexually.		
2.	It grows slowly and sublime at the beginning of its development, but it recently becomes widely known as a movement.	- It	- Reference of 1
3.	For the radical feminists, who claimed that woman oppression is a result of patriarchal system, lesbianism is a way to set a woman free from patriarchal oppression.	- For - Woman - Patriarchal and feminist - Lesbianism	- Conjunction of 2 - Repetition of 1 - Collocation - Repetition of 1
4.	However, some societies consider that lesbianism is improper or even abnormal so that lesbians are often treated discriminatively.	- However - Lesbianism	- Conjunction of 3 - Repetition of 1 and 3
5.	Lesbianism makes effort by struggling for equal rights as men without ignoring their nature.	- Lesbianism - Their	- Repetition of 1, 3 and 4 - Reference of woman
6.	Lesbianism concept has been widely spread but is still debatable.	- Lesbianism	- Repetition of 1, 3, 4 and 5
7.	It means that common people still do not really understand about lesbianism, its attitudes, and its aspects.	- Lesbianism - Its	- Repetition of 1, 3, 4, 5 and 6 - Reference of lesbianism
8.	This research aims to reveal lesbianism aspects of Celie, the main character of novel <i>The Color Purple</i> written by a black woman, Alice Walker.	- Lesbianism	- Repetition of 1, 3, 4, 5, 6 and 7
9.	The novel tells about Celie’s life as a black woman in the 1910’s - 1940’s when black people were still considered as the second class society and women as the	- The novel - Celie - Black woman - Women	- Reference of 8 - Repetition of 8 - Repetition of 8 - Repetition of 1 and 3

	second sex.		
10.	As the second class, black woman got more suffering because they were oppressed not only by men (black and white) but also by the white woman.	<ul style="list-style-type: none"> - Second class - Black woman - Woman and man - Because 	<ul style="list-style-type: none"> - Repetition of 9 - Repetition of 8 and 9 - Collocation - Conjunction
11.	In the novel, Celie got oppression in two ways: racism and sexism.	<ul style="list-style-type: none"> - The novel - Celie - Oppression 	<ul style="list-style-type: none"> - Reference of 8 - Repetition of 8 and 9 - Repetition of 3
12.	This situation gives her personal traumatic, which in turn, shapes her sexual orientation as a lesbian.	<ul style="list-style-type: none"> - This situation - Her - Lesbian 	<ul style="list-style-type: none"> - Reference of 11 - Reference of 11 - Repetition of 1, 3, 4, 5, 6, 7, and 8
13.	The methods of this research are literary review and feminism approach.	<ul style="list-style-type: none"> - This research - Method – research 	<ul style="list-style-type: none"> - Repetition of 8 - Collocation
14.	Literary review was applied by using materials from literatures, whereas feminism approach was used to see the oppressions toward women caused by patriarchal system.	<ul style="list-style-type: none"> - Literary review - Feminism approach - Patriarchal - Whereas - Oppressions - Women 	<ul style="list-style-type: none"> - Repetition of 13 - Repetition of 13 - Repetition of 3 - Conjunction - Repetition of 3 and 11 - Repetition of 1, 3, and 9
15.	The analysis shows that lesbianism of the Celie character can be seen from her special attitudes toward Shug due to her love feeling.	<ul style="list-style-type: none"> - Lesbianism - Celie - Her 	<ul style="list-style-type: none"> - Repetition of 1, 3, 4, 5, 6, 7 and 8 - Repetition of 8, 9 and 11 - Reference of Celie
16.	There are two among three lesbianism aspects that Ann Ferguson suggests.	<ul style="list-style-type: none"> - Lesbianism 	<ul style="list-style-type: none"> - Repetition of 1, 3, 4, 5, 6, 7, 8 and 15
17.	The two aspects are the aspect of clinical description about lesbian, and the aspect of trans-historical traditions that link the lesbians.	<ul style="list-style-type: none"> - Aspect - Lesbian 	<ul style="list-style-type: none"> - Repetition of 16 - Repetition of 1, 3, 4, 5, 6, 7, 8, 15 and 16

Source of Data:

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